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ABSTRACT

This publication presents information on and examples of how teachers and students can better communicate and learn in today's culturally diverse classrooms. The document begins with a quiz designed to help one examine one's beliefs about culture and foundations for those beliefs. The remainder of the document is divided into four sections. Section 1 provides an overview of cultural diversity and its impact on the nation's schools and addresses the critical role teachers play in facilitating effective learning in culturally diverse classrooms. Suggestions are offered for becoming more sensitive to culturally diverse student and community populations. Section 2 features programs and projects used successfully by teachers in addressing the needs of culturally diverse populations. Section 3 presents a compilation of structured strategies for developing cross-cultural awareness and sensitivity, and thematic activities and related resources. Section 4 provides selections of useful multicultural resources, many of which are annotated. Five appendices offer: (1) helpful hints for working with new limited English proficiency (LEP) students; (2) 74 instant ideas for classroom teachers with ESL students; (3) sample Culturgram (Mexico); (4) chronological reference of key historical events related to U.S. ethnic groups; and (5) myths and facts about the "Discovery" of America and Native Americans. (Contains 75 references.) (LL)

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APPRECIATING DIFFERENCES: TEACHING AND LEARNING IN A CULTURALLY DIVERSE CLASSROOM

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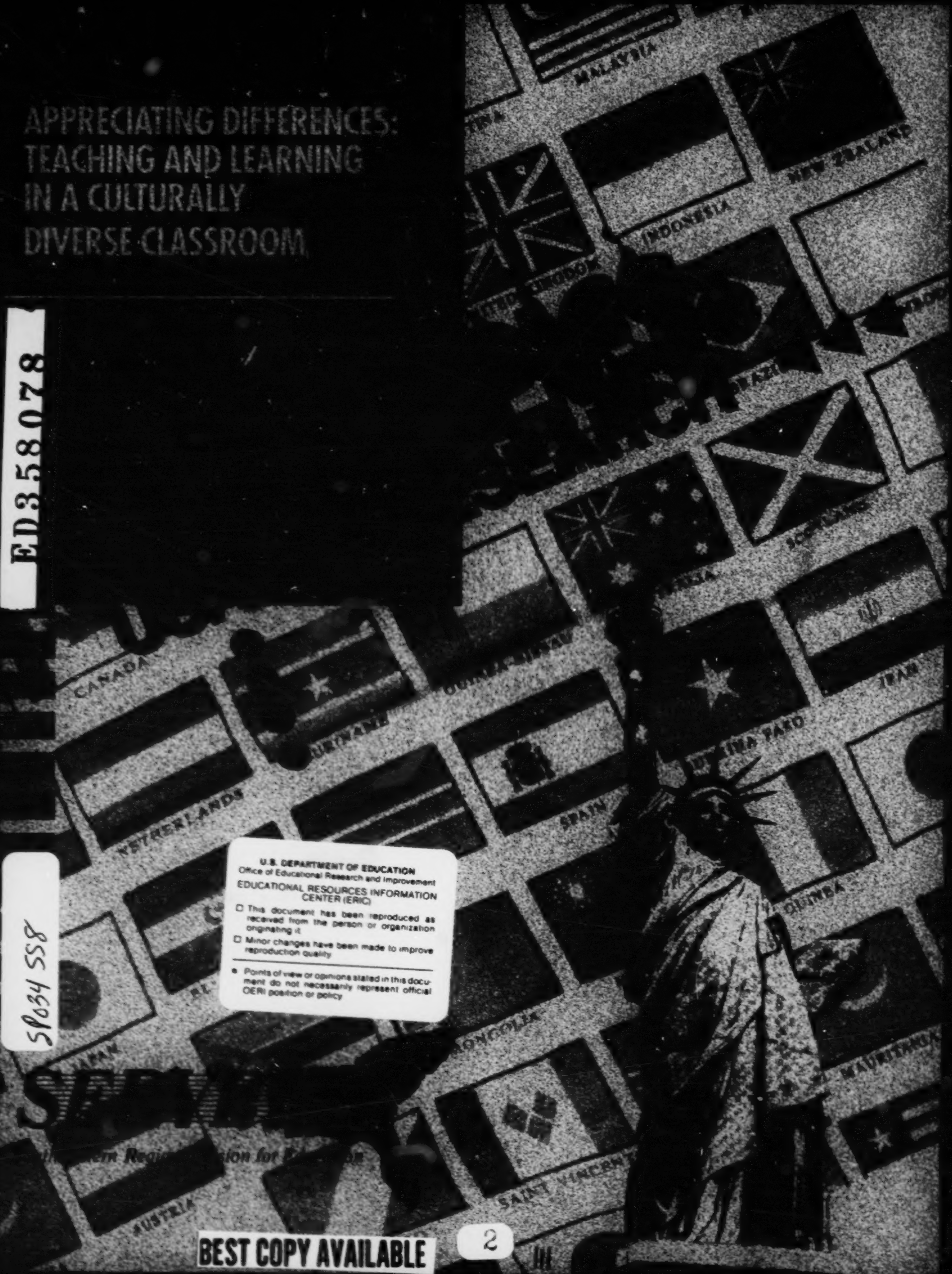
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HOT TOPICS:

Usable Research

APPRECIATING DIFFERENCES:

TEACHING AND LEARNING IN A CULTURALLY DIVERSE CLASSROOM

Evelyn Ploumis-Devick, Ph.D.
with Joseph Follman

Revised Edition
May 1993

SERVE

SouthEastern Regional Vision for Education

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and the
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TABLE OF CONTENTS

About SERVE and the *Hot Topics* Series iv
Introduction vi
Quiz: "What Do I Know About Culture, Communication, and Language?" viii
Acknowledgments ix

SECTION ONE: **Finding Understanding in a "Culture of Cultures"** 1

SECTION TWO: **"Dynamite Ideas" for Addressing Multicultural Education and Populations.** 19

SECTION THREE: **Strategies and Activities for Addressing Cultural Diversity** 33

SECTION FOUR: **Resources** 63

APPENDICES 81

REFERENCES 100
Feedback Form 103
Dynamite Idea Submission Form 104
SERVE Order Forms 105

ABOUT SERVE AND THE *HOT TOPICS* SERIES . . .

SERVE, the SouthEastern Regional Vision for Education, is a coalition of educators, business leaders, governors, and policymakers seeking comprehensive and lasting improvement in education in Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. The name of the laboratory reflects a commitment to creating a shared vision for the future of education in the Southeast.

The mission of SERVE is to provide leadership, support, and research to assist state and local efforts in improving educational outcomes, especially for at-risk and rural students. Each year, SERVE emphasizes one of the national goals established by the President and National Governors' Association.

The laboratory works to

- address critical issues in the region,
- work as a catalyst for positive change,
- serve as a broker of exemplary research and practice, and
- become an invaluable source of information for individuals working to promote systemic educational improvement.

SERVE offers a series of publications entitled ***Hot Topics: Usable Research***. These research-based publications focus on issues of present relevance and importance in education in the region and are practical guidebooks for educators. Each is developed with input from experts in the field, is focused on a well-defined subject, and offers useful information, resources, descriptions of exemplary programs, and a list of contacts.

Several *Hot Topics* are developed by SERVE each year. The following *Hot Topics* are available:

- Schools for the 21st Century: New Roles for Teachers and Principals
- Comprehensive School Improvement
- Problem-Centered Learning in Mathematics and Science
- Children Exposed to Drugs: Meeting their Needs
- Interagency Collaboration: Improving the Delivery of Services to Children and Families
- Learning By Serving: Service Learning and Other School-Based Community Service
- Using Technology to Improve Teaching and Learning
- Reducing School Violence
- Reducing School Violence in Florida

To request publications or to join the SERVE mailing list (everyone on the mailing list will receive announcements about laboratory publications), see the order forms at the back of this publication or contact the SERVE office in Tallahassee (see next page).

Collaboration and networking are at the heart of **SERVE**'s mission, and the laboratory's structure is itself a model of collaboration. The laboratory has four offices in the region to better serve the needs of state and local education stakeholders. The contract management and research and development office is located at the School of Education, University of North Carolina at Greensboro. The laboratory's information office, affiliated with the Florida Department of Education, is located in Tallahassee. Field service offices are located in Atlanta, Greensboro, Tallahassee, and on the campus of Delta State University in Cleveland, Mississippi. Addresses are provided below.

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INTRODUCTION

> **"…. [The] unique feature of the United States is that its common culture has been formed by the interaction of its subsidiary cultures. It is a culture that has been influenced over time by immigrants, American Indians, African slaves, and their descendants. American music, art, literature, language, food, and customs all show the effects of the commingling of diverse cultures in one nation. Paradoxical though it may seem, the United States has a common culture that is multicultural."**
>
> Diane Ravitch, 1990.

Not since the turn of the century has the United States experienced such a significant increase in the number of immigrant school-aged children. The ethnic minority population in the U.S. is increasing at a much faster rate than the general population. Projections indicate that, by the year 2000, one-third of the population in the United States, and nearly one-half of the population of the Southeast, will consist of nonwhite Americans (Banks, 1991, p. 4.).

In the Southeast, the percentage of minority students is currently twice as high as that of minority teachers. As a result, most minority students have few role models in schools. And in spite of the fact that African-American, American Indian, Hispanic, and other ethnic groups are and have been an integral part of Southern history and life, their cultures and contributions have not been adequately recognized by schools and society. Educators are in the forefront of the profound cultural transformation taking place in schools in this region. However, many are unprepared for the changing makeup of their classrooms and are in great need of effective strategies and resources to meet the needs of their increasingly diverse students.

The way in which teachers address these changing demographic realities in their classrooms will have a profound impact on future generations. As role models in the lives of students, classroom teachers can significantly assist students in developing sensitivity and communication skills, helping them embrace cultural differences as a national asset rather than a deficiency.

The purpose of this publication is to provide educators with useful information on and examples of how teachers and students can better communicate and learn in today's culturally diverse classrooms. Educators are offered background information and resources for increasing sensitivity and responsiveness to the needs of students of different cultures and enriching their students' curriculum by infusing it with a multicultural perspective.

The publication is divided into five sections. **Section One** provides an overview of cultural diversity and the impact it has on our nation's schools. It also addresses the critical role teachers play in facilitating effective learning within culturally diverse classrooms. Suggestions are offered for becoming more sensitive to culturally diverse student and community populations. **Section Two** features "Dynamite Ideas"—programs and projects that teachers have used successfully in addressing the needs of culturally diverse school populations. **Section Three** presents a compilation of structured strategies for developing cross-cultural awareness and sensitivity and a wealth of thematic activities and related resources that can be used in the classroom. **Section**

Four provides selections, many annotated, of useful multicultural resources, many of which are annotated. The **Appendices** offer additional resources and information.

If ignorance is the foundation for prejudice and racism, then education is the most effective remedy to prevent our increasing diversity from leading to increased misunderstandings and social and ethnic problems. Before turning to Section 1, take a few minutes to reflect on your cultural beliefs by answering the questions in the quiz on the following page.

A primary assumption of this publication is that the diversity of the Southeast can be a great strength, and that promoting understanding of diversity will enrich the curriculum and the lives of all our students.

8

QUIZ
What Do I know About Culture, Communication, and Language?

This quiz is designed to help you examine your own beliefs about culture and the foundations for those beliefs. For each statement, circle A if you agree or D if you disagree.

A D 1. A person's culture and race are usually one and the same.

A D 2. Culture consists primarily of a group's art, music, dance, food, language, and dress.

A D 3. Cultural groups are generally mutually exclusive of one another.

A D 4. Cultural traits tend to have a genetic base.

A D 5. In general, people who speak the same language are members of the same cultural group.

A D 6. Culture is expressed exclusively by one's verbal behavior.

A D 7. The only significant components of one's communication system are pronunciation rules, vocabulary, and grammatical rules.

A D 8. Standard English is the correct way to speak at all times in the United States.

A D 9. There are universal norms for acceptable communicative behavior within the United States.

A D 10. If a student violates a school's cultural or communicative norms, it is usually an act of defiance.

A D 11. In general, speaking a non-standard dialect suggests low cognitive development.

A D 12. Standard English has more and better structures than other varieties of English.

A D 13. Most standardized tests are based on rules of English used in all linguistic groups.

A D 14. Standard English is "white English."

A D 15. In general, black students do not communicate as well as white students.

A D 16. If a child is to learn standard English, he/she must unlearn any other variety of English that he/she speaks.

A D 17. Black American English is by definition a nonstandard variety of English.

A D 18. In general, students from poor families do not communicate as well as those from middle class families.

ANSWERS: Each statement reflects a common myth or stereotype pertaining to communication or culture. Therefore you should have disagreed with each one.

Source: Taylor, 1988 (adapted with permission).

ACKNOWLEDGMENTS

Appreciating Differences: Teaching and Learning in a Culturally Diverse Classroom was prepared with the assistance of a Regional Review Panel representing educators, administrators, and other stakeholders in the field of multicultural education. Panel members provided input on the document's focus, content, and design. Information and review provided by the Regional Review Panel greatly enhanced the final product.

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SECTION ONE

FINDING UNDERSTANDING IN A "CULTURE OF CULTURES"

1

- **Overview**
    - What does "cultural diversity" mean and how does it affect the education of children in America?

- **Discovering Characteristics of Cultures**
    - Where to begin understanding norms of cultural groups
    - Cultural universals
    - What is meant by "acculturation?"
    - Student self-concept and teacher expectations
    - The self-fulfilling prophecy phenomenon
    - What is meant by "multi-cultural education?"

- **Developing a Multicultural Perspective in the Classroom**
    - What basic skills and support do teachers need to be effective in a culturally diverse classroom?

- **Cross Cultural Communication**
    - Cross-cultural communication gaps
    - Involving parents and the community in the classroom and school

SECTION 1

FINDING UNDERSTANDING IN A "CULTURE OF CULTURES"

In 1975, the student population at Howard II Elementary School in Biloxi, Mississippi, was 90 percent white. The 1991 demographic breakdown reflects a student population of 338 with 62 percent minorities and 38 percent white. The minority student enrollment, which is now the majority student population, is 42 percent Vietnamese and 20 percent black. This sort of shift is not atypical either in Mississippi or the region as a whole.

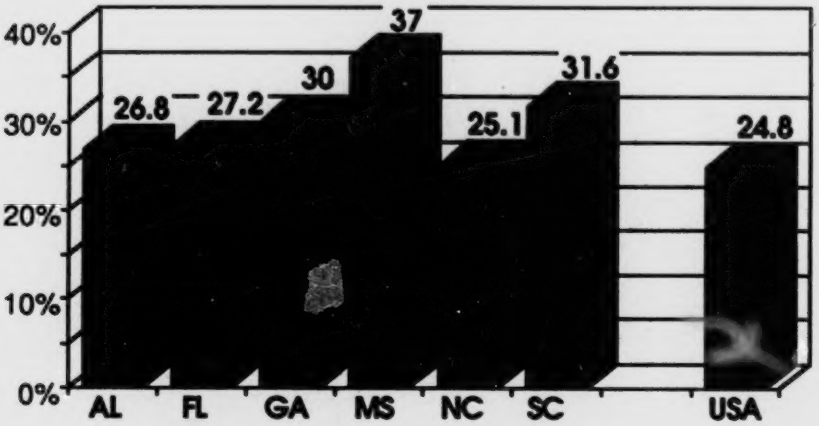
OVERVIEW

As a region, the Southeast has the nation's highest percentage of minority students.

One of the most profound transformations facing American society is the dramatic change of its ethnic texture over the last 15 years (see Figure 1). Currently, Hispanic and Asian immigrants and their families far outnumber European immigrants.

It is impossible to ignore projections which indicate that, by the year 2000, over 80 percent of the new entrants to the labor force will be women, immigrants, and/or people of color. In addition, by the year 2020, minority students will make up 45.5 percent of the nation's school population (Banks, 1991, pp. 4-5).

Minority Population as a Percentage of Total Population, 1990



Source: U.S. Bureau of the Census, 1991.

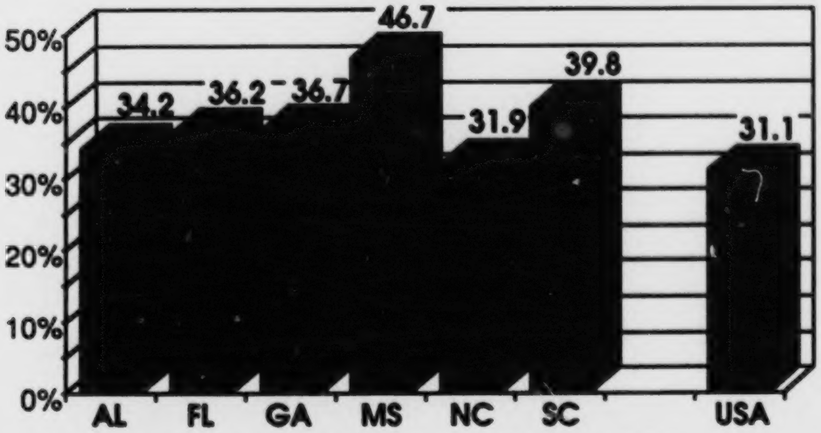
The influence of an increasingly diverse population on the nation's schools is, and will continue to be, significant. The way in which educators address the needs of all children today will have a dramatic impact on the strength and influence of our nation in the global arena of tomorrow.

As a region, the Southeast has the nation's highest percentage of minority students. Minority students are in the majority in Mississippi public schools, and represent approximately 40 percent of the entire southeastern public school student population (Statistical Abstract 1989). Minority students need role models in their schools, but only about 20 percent of teachers in the Southeast are minorities. In fact, the percentage of minority educators is declining in many cases. In Florida, 23 percent of the state's teachers were black when, in 1954, the Supreme Court struck down school segregation. Today, only about 14 percent are black (Vanderveen, 1993).

According to Hodgkinson (1991), America's youth populations for the next twenty years can be projected with considerable accuracy. He indicates that from 1990-2010, the total number of youth will increase from 64 to 65 million by the year 2000 and then drop to 62.6 million by 2010. The number of white youth will decline from 70 percent of the total school-age population in 1990 to 62 percent in the year 2010.

Minority students need role models in their schools, but only about 20 percent of teachers in the Southeast are minorities.

Minority Youth as a Percentage of All Youth, 1990



Source: Center for the Study of Social Policy, 1992.

CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism,
He learns to condemn.
If a child lives with hostility,
He learns to fight.
If a child lives with ridicule,
He learns to be shy.
If a child lives with jealousy,
He learns to feel guilty.

If a child lives with tolerance,
He learns to be patient.
If a child lives with encouragement,
He learns to have confidence.
If a child lives with praise,
He learns to appreciate.
If a child lives with fairness,
He learns justice.
If a child lives with approval,
He learns to like himself.
If a child lives with acceptance and friendship,
He finds love in the world.

—Author Unknown

What does "cultural diversity" mean and how does it affect the education of children in America?

Culture is basically a framework for behavior. It consists of human-made guidelines, written and unwritten, that people use to relate to one another and to their world. Cultural diversity refers simply to the differences which exist among cultural groups.

Each student and teacher brings unique cultural characteristics to the classroom. A multicultural learning environment is created from the varied individual cultural values brought into the classroom, combined with the overall school environment. Teachers are in a leadership role and are responsible for meeting the learning needs of each student equally. Their willingness to explore and understand the individual learning needs of each student will greatly affect the learning environment.

How something is taught can significantly affect **when** and **what** students learn. When viewed in a multicultural context, the well-known verse, "Children Learn What They Live," exemplifies possible common outcomes which result from basic human communication and interaction with children regardless of cultural backgrounds (see column at left).

Although multicultural environments are not always apparent, teachers work within a number of cultural environments every day. In fact, they may be considered the cultural brokers within individual classroom settings. This is not an easy role to play. It takes exceptional verbal and nonverbal communication skills and sensitivity to create a classroom learning environment that can meet the needs of all participants. As educational leaders, teachers must be visionaries and empower each student to develop and achieve academic, personal, and social skills.

DISCOVERING CHARACTERISTICS OF CULTURES

There are often many cultural differences within a single race or nationality. The characteristics of cultures vary within cultures and are changeable.

The following principles, presented by Taylor (1987, pp. 3-4), can offer educators a framework for becoming more insightful observers in multicultural settings:

- Differences between cultures are often perceived as threatening.
- Feelings of apprehension, loneliness, or lack of confidence are common when visiting and experiencing another culture.
- First-hand experience is the best way to understand the many subtleties of any culture.
- What is logical and important in one culture may seem irrational and unimportant to another.
- In describing another culture, people tend to stress differences and overlook similarities.
- Stereotyping due to over-generalization may be inevitable among those who lack frequent contact with other cultures.
- Personal observations of others about another culture should be regarded with skepticism.
- All cultures have internal variations.
- Cultural awareness varies within individuals.
- One's own sense of cultural identity often is not evident until one encounters another culture.
- Cultures are continually evolving.
- Understanding another culture is a continuous process.
- One should understand the language of a culture to best understand that culture.

Where to Begin Understanding Norms of Cultural Groups

An obvious, but effective way to gain a broadened perspective on cultural norms is to identify and talk with leaders in communities representing different cultures. These leaders typically welcome genuine interest in their cultures. A visit to a particular ethnic neighborhood can also offer considerable insight to understanding a particular culture group. Knowing the right questions to ask, however, can be a key to gaining the type of knowledge that can assist best in working within multicultural environments (see page 7—"Questions to Ask About Culture"). In addition, a great deal can be learned through studying literature, music, art, etc., from other cultures.

A set of tools that can assist teachers in gaining a baseline understanding of the culture of students who may have recently immigrated from other parts of the world is *Culturgrams* (© 1991). Available from Brigham Young University, *Culturgrams* summarize key elements of a particular nation and its culture without fostering stereotyping. Although *Culturgrams* will not provide instant expertise, they provide valuable introductory information in areas such as general attitudes of the people, language(s) spoken, customs, and general beliefs regarding health, education, and lifestyle. Please refer to Appendix C for a sample *Culturgram.*

Cultural Universals

No matter how unlimited the diversity of cultural expression may appear, there are characteristics which can be grouped as cultural universals. These universals include sociological behaviors, beliefs, and attitudes which relate to family units, marriage, parental roles, education, health care, forms of work or endeavors to meet basic physiological needs, and forms of expression that meet psychological and spiritual needs (Randall-David, 1989). "It must be emphasized that a holistic view is critical in understanding any cultural system. All parts of the culture must be seen within the larger context. To isolate one component or subsystem is to ignore the cultural complexity of the group" (Randall-David,1989).

What is meant by "acculturation?"

It is very important to recognize that the extent to which an individual identifies with a particular ethnic group may vary greatly. Many individuals identify with more than one ethnic group while others may not identify with any. For instance, an individual's physical appearance may suggest he or she is of a particular ethnic group, yet he or she does not identify with any cultural aspect of the ethnic group. This may be due to acculturation. "Acculturation" is a term used to describe the degree to which people from a particular cultural group display behavior which is like the more pervasive dominant group norms of behavior. An example may be a third-generation Japanese-American who may be of Japanese descent but does not speak Japanese or participate in activities associated with the Japanese culture.

If the earth's population (5.3 billion) were shrunk to a village of 1,000 inhabitants, with all the existing human ratios remaining the same, it would look like this:

There would be:

564	**Asians and Oceanians**
210	**Europeans**
86	**Africans**
80	**South Americans**
60	**North Americans**

820 of the 1,000 would be nonwhite.

50 percent of the entire world's wealth would be in the hands of only 60 people (6 percent of the population).

700 of the 1,000 would be illiterate; 500 would suffer from malnutrition; 600 would live in substandard housing.

Harold Hodgkinson, "Guess Who's Coming to Work," Northwest Regional Education Laboratory (NWREL), Education and Work Conference, November 1990.

Questions to Ask About Culture

Family Structure	Who is considered to belong in the family? What are the rights, roles, and responsibilities of the members?
Life Cycle	What are the important stages, periods, and transitions in life? What behaviors are inappropriate or unacceptable for children at various ages?
Roles	What roles are available to whom? How are roles acquired?
Interpersonal Relationships	How do people greet each other? Who may disagree with whom? How are insults expressed?
Communication	What languages and dialects are spoken? What are the characteristics of speaking "well"? What roles, attitudes, and personality traits are associated with particular aspects of verbal and nonverbal behavior?
Decorum and Discipline	How do people behave at home and in public? What means of discipline are used?
Religion	What religious roles and authority are recognized? What information about religions might be sensitive, or not discussed openly?
Health and Hygiene	How are illness and death explained? How are specific illnesses treated?
Food	What is eaten, in what order, and how often? What are the rules for table manners, offering foods, handling foods, and discarding foods?
Holidays and Celebrations	What holidays are observed? For what purposes? What cultural values are instilled in children during holidays?*continued*

Dress and Personal Appearance	What significance does dress have for social identity? What is the concept and value of beauty and attractiveness?
Values	What traits and attributes in self or in others are desirable or undesirable? What things and attributes in the world are important?
History and Traditions	How are history and tradition passed on to the young? How do cultural understandings of history differ from "scientific" facts or literate history?
Education	What are the purposes of education? What kinds of learning are favored? What teaching and learning methods are used in the home? What are parental expectations for boys versus girls?
Work and Play	What behaviors are considered "work" and "play"? What kinds of work are held in esteem and why?
Time and Space	What is considered "on time"? What is the importance of punctuality? How important is speed of performance? How are groups organized spatially by age, gender, and role?
Natural Phenomena	Are behavioral taboos associated with natural phenomena?
Pets and Animals	What animals are valued and for what reasons? What animals are considered appropriate and inappropriate as pets?
Art and Music	What forms of art and music are most highly valued? What forms of art and music are considered appropriate for children to perform or appreciate?
Expectations and Aspirations	Do parents expect and desire assimilation of children to the dominant culture, language, or dialect?

Source: Taylor, 1988 (adapted with permission).

Factors that lead to various degrees of acculturation in the U.S. include

- level of formal education,
- birth into a family that has lived in the U.S. for several or many years,
- contact with people outside the ethnic and/or family social network,
- age of immigration to the U.S.,
- urban, suburban, or rural origin,
- amount of travel back and forth to the mother country, and
- socioeconomic status.

Other factors influencing individual differences are age, sex, occupation, social class, religious affiliation, and family size (Randall-David, 1989). Teachers should be sensitive not to assume an individual's degree of acculturation. Instead, they should make every effort to address each person as unique.

> **"Feelings of self-worth can flourish only in an atmosphere where individual differences are appreciated, mistakes are tolerated, communication is open, and rules are flexible—the kind of atmosphere that is found in a nurturing family."**
>
> **Virginia Satir, *The New People-Making*, 1988.**

Student Self-Concept and Teacher Expectations

Ethnic cultures and communities persist for a number of reasons. Among the most dominant is the need for a self-identity—roots, so to speak, which affect the development of people within their world (Banks, 1991).

A number of theorists believe that the development and maintenance of the perceived self is the driving force behind behavior (Ploumis-Devick, 1983). They see the self-concept as being affected by parents, siblings, peers, school, and successes and failures.

The Self-Fulfilling Prophecy Phenomenon

The "self-fulfilling prophecy" phenomenon is based on the judgements teachers make about the academic potential of individual students in their classes. According to the literature reviewed by Villegas (1990), once a teacher forms a judgement of a student's potential, expectations related to achievement are communicated both overtly and implicitly. The best example of overt communication is the process of tracking students based upon the perceptions teachers have of individual students. The student, in turn, translates these teacher-based expectations into either positive or negative outcomes related to achievement, aspiration, and self-concept.

What is meant by "multicultural education?"

Two conceptual definitions of "multicultural education" that are particularly relevant for teachers are presented below. The first is based upon the standards used by the National Council for the Accreditation of Teacher Education.

1

Definition One
Multicultural education is a process through which individuals develop ways of perceiving, evaluating, and behaving within cultural systems different from their own (Gibson, 1984).

This definition identifies the need for students to develop sensitivity and skills that will enable them to communicate and interact in environments and with individuals from varying cultural backgrounds. It emphasizes a perspective that recognizes the political, social, and economic realities that individuals experience in complex and culturally diverse societies. It stresses the critical importance of the educational process in preparing students to recognize the differences which exist in our pluralistic society.

A second definition, Gibson (1984) depicts "multicultural education" as an instructional approach:

2

Definition Two
Multicultural education is a multidisciplinary educational program that provides multiple learning environments to match the academic, social, and linguistic needs of students.

> **"Instead of having all these separations of groups, we should mix. . . . [Teachers] should have some group assignments that have to be done together. This helps you get to know other students and also get to know their ideas."**
>
> **Anonymous student**
> ***Listening to Our Clients*, 1991**

Focusing on students as individual learners, this definition implies the need for teachers to be sensitive to the combination of abilities as well as instructional needs of each student. Thus, the term "multicultural education" can embrace not only changes in the curriculum but also changes in teaching methodology that respond to our multicultural population (Ravitch, 1990).

DEVELOPING A MULTICULTURAL PERSPECTIVE IN THE CLASSROOM

Today, just as in the past, how and what children learn plays a dramatic role in the future implementation of what they learn. Thus, teachers play a critical role in developing the preliminary blueprints of America's future. The classroom environment teachers create will affect the quality of their teaching. The way they teach, which includes verbal and nonverbal delivery, critically affects the student learning process.

What basic skills and support do teachers need to be effective in a culturally diverse classroom?

What skills and attributes are necessary for a teacher in a classroom that has children from linguistic and ethnic minorities as well as the mainstream American culture? Basic tools needed to build a solid foundation for the successful classroom learning environment include the following:

- a self-awareness (of attitudes on multiculturalism and strengths and weaknesses in working with people from different cultural backgrounds);
- an ability to communicate effectively (written, verbal, non-verbal);
- an ability to think critically, analytically, and creatively;
- an ability to challenge and stimulate children to learn to apply critical thinking skills;
- a sensitivity to individual differences;
- a positive attitude;
- a willingness to integrate a multicultural perspective into the classroom and curriculum; and
- a willingness to build and strengthen curriculum bridges among home, school, and community.

Well-developed communication skills and sensitivity to the needs of each child are basic ingredients in developing classroom environments which embrace diversity and enhance positive learning opportunities for all students. Of course, developing a sensitivity to the needs of each child, particularly when that child's cultural background may be unfamiliar, presents teachers with a challenge as well as an opportunity. The approach a teacher takes in developing personal sensitivity to the diversity within the classroom can be the key to the development of an exciting classroom community.

The population of Dade County, Florida, is highly diverse and the public schools in Dade County mirror the county population. More parents of Dade public school students speak Spanish (112,000) than English (88,000), and a total of more than 65 languages are spoken by parents of Dade students as the first language in their homes. The student population in the district's public schools represents 117 countries.

Questions to Ask When Developing and Strengthening Curriculum in the Multicultural Classroom

General Questions

Does the classroom reflect the work of all students? Is the social/emotional atmosphere of the classroom positive?

Does the classroom show evidence of the involvement of the teacher and students in learning about various cultures (books, exhibits, art, etc.)?

Is there evidence of thematic learning? Concept development? Varied methods of evaluation (very important for newly-arrived children from other cultures)?

Is there evidence of an understanding/application of principles of human growth and development? Principles of learning (concrete to abstract)?

Does the classroom connect learning to real experiences that children bring to the classroom?

Does the teacher model excellence in teaching and learning (speaks well; thinks clearly; is creative, energetic, open-minded, and culturally secure)?

Specific Questions

Does the teacher lead class(es) in regular celebrations of cultural heritage days, weeks, or months? Are they well-planned, with internal/external involvement?

Do the children study and visit relevant community sites?

Does the teacher plan regularly to expose students to other cultures (field trips, videotapes, invitations to resource persons and families of students to share in teaching/learning)?

Does the teacher provide many opportunities for students to learn from each other through small-group activities initiated by students, cooperatively planned book reports, dramas, music (experiences, written reports, stories, poems, etc.; real and imagined)?

Does the teacher engage children in learning through concept teaching, varying evaluation procedures, student exhibits, problem solving (utilizing real multicultural situational dilemmas), etc.?

Does the teacher utilize interdisciplinary philosophy and methodology to address each area of instruction (i.e., geography through language arts, music, etc.; interfacing language arts/music/social studies across and around the world)?

Does the teacher use wide-ranging opportunities to engage children in speaking/exchanging in other languages, games, problem solving activities, books, learning centers, etc.?

—contributed by Dr. Mae A. Kendall, Director of Curriculum Planning, Atlanta Public Schools

Note: Refer to Appendix A for additional suggestions and strategies for working within culturally diverse educational classrooms and settings.

CROSS-CULTURAL COMMUNICATION

The goal of education should be the same for all students. That is, students should be helped to meet high standards of achievement, regardless of their cultural background. The crucial question addressed in the (research) literature is how to accomplish this (Villegas,1990, p. 19).

Many studies have revealed that the lack of fluency in the dominant language in a society is a principal reason for a child's difficulties in the school environment and in academic achievement:

> *Children whose language use at home and in their immediate community corresponds more closely to what is expected in the classroom have an advantage in the learning process. For these students, prior experience transfers to the classroom and facilitates their academic performance (Villegas, 1990).*

For the linguistic minority child, the general classroom environment can be as foreign as the language spoken in it. This requires educators to go beyond infusing multicultural activities into the curriculum. They must pay equal attention to how the curriculum is communicated to learners.

"The Jamaican and American black (students) are different groups. It was obvious to me when I came, but I'm not sure teachers know—but they should."

Anonymous student
***Listening to Our Clients*, 1991**

Cross-Cultural Communication Gaps

Cross-cultural communication gaps between teachers and students can give rise to a variety of problems within the classroom setting. In the following table, Taylor (1987) identifies some problems that can occur in the classroom that are commonly linked to cultural and communicative diversity.

Problems that May Result From Culture and Communication Conflicts in the Classroom

Student Characteristics	Examples of Inappropriate Teacher Responses:	Examples of Possible Impact on Student:
Diverse Cultural Assumptions	Negative attitudes towards dialect variation	Lowered self-image
	Lower expectations of student performance	Lowered achievement and excessive special education placements
	Excessive interruptions	Low student participation: disproportionately low placement in talented and gifted programs
Diverse Verbal Behavior	Diversity ignored in teaching process	Lowered self-expectations
	Insufficient attention to student speech	Excessive speech/language therapy placements
Diverse Non-Verbal Behavior	Frequent misunderstandings and misbehavior interpretations of student	Lowered achievement in oral standard English
	Perception of student as disorganized	Lowered achievement and academic self-concept
Diverse Story-telling and Conversational Rules	Perception of student as poor thinker	Perception of frequent social insults from teachers and other students
	Perception of communication differences as discipline problem	Misunderstandings and misinterpretations of school personnel and other students
	Perception of communication differences as social insults/conflicts	Perception of negative school climate Interpersonal/intergroup
		Poor performance on tests and assessments

Taylor, 1988. Reprinted with permission.

In addition to being influenced by the manner of delivery, learning occurs within a cultural context. If academic success is to be applicable to all students, then the school environment must strive to interface with the external environment of each child. Research has indicated that the learning styles of children are in many ways linked to the culture in their home and community. Cultural sensitivity on the part of the teacher and school professionals can bridge the gap between home and school. In her review of educational programs designed to address the problem of cultural discontinuities between home and school, Villegas (1990) points out that "cultural sensitivity is shown by the use of subtle communication patterns familiar to the students, as well as themes of interest to them." See pp. 16-17 for 48 Quick Ideas for Multicultural Teaching/Learning Activities. Cultural continuity between the student's home, community, and school environment is an important link that teachers and school professionals should explore thoroughly. One way to enhance this continuity is through the involvement of family members and the community.

Teachers from the Choctaw Early Childhood Education Program (Philadelphia, Mississippi) incorporate elements of Choctaw traditions and language into the daily curriculum. Students participate in cultural lessons, which teach Choctaw stories, dance, beading, and basket making.

C. Follman, 1992

Involving Parents and the Community in the Classroom and School

Research shows a strong relation between the educational success of students and parental involvement in their education. Berry-Caban (1983, p. 360) points out that active parental participation in a child's education has, at a minimum, the following three desirable effects: (1) it improves the self-image of the child and increases his or her interest in learning; (2) it improves the self-image and feelings of importance of the parents; and (3) it often brings positive qualitative changes to scholastic programs.

It is critical to find ways to involve parents in their children's education. Teachers may often need to be creative in their approaches to making parents feel welcome. Due to beliefs unique to particular cultures as well as lifestyle and work-related responsibilities, parents may appear apathetic toward becoming involved. The teacher, with support of the school as a whole, should examine the reasons why some parents may not be participating.

48 Quick Ideas for Multicultural Teaching/Learning Activities

1. Check district and school policies, procedures, practices, curriculum guides, lesson plans, instructional materials, etc., to be sure they are free of bias toward or against any race, sex, religion, or culture.
2. Make newcomers feel welcome through a formal program.
3. Be sure that assignments are not offensive or frustrating to students from cultural minorities. For example, asking students to discuss or write about their Christmas experiences is inappropriate for non-Christian students. Let students discuss their holidays.
4. Form a school-wide planning committee to address implementing multicultural education.
5. Contact your district curriculum coordinators for ideas and assistance.
6. Let faculty knowledgeable about multicultural topics train others or teach their classes.
7. Have students take a cultural census of a class or the school to find out what cultures are represented.
8. Form a multicultural club.
9. Select a theme to tie various multicultural activities together; hold school programs with art, music, and dramatic presentations; hold a multicultural fair or festival featuring music, art, dance, dress, etc.; adopt a multicultural theme for existing activities.
10. Hold a school cross-cultural food festival.
11. Have multicultural celebrations and teach-ins with school-wide activities and all classes.
12. Decorate classrooms, hallways, and the library/media center with murals, bulletin boards, posters, artifacts, and other regalia representative of the students in the class, school, or other cultures being studied. Posters and other information are available from foreign government travel bureaus and education agencies, private travel agencies, consulates, the United Nations, ethnic and culture organizations, etc.
13. Designate a permanent bulletin board for multicultural news and displays.
14. Help students develop skills needed to locate and organize information about cultures from the library media center, the mass media, people, and personal observations.
15. Have students write to foreign consulates, tourist bureaus, minority organizations, etc., for information and decorative materials.
16. Supplement textbooks with authentic material from different cultures taken from newspapers, magazines, and other media of the culture.
17. Use community resources: representatives of various cultures talking to classes; actors portraying characters or events; musicians and dance groups.
18. Work with the library/media center for special bibliographies, collections, displays, and audiovisuals.
19. Hold a mock legislature to debate current or historical issues affecting minorities and cultural groups.
20. Hold oratorical, debate, essay, poster, art, brain brawl, or other competitions with a multicultural focus.
21. Feature stories in the school newspaper on multicultural topics; publish a multicultural newspaper or newsletter.
22. During daily announcements, make reminders about multicultural activities.
23. Use your Newspapers-in-Education program to focus on multicultural themes and events.
24. Develop a radio or television program on multicultural themes for the educational or local community-access channel.
25. Study works in science, art, music, and literature of various cultures, focusing on the contributions of minority individuals.
26. Have students write short stories or essays on multicultural topics.

continued

48 Quick Ideas continued . . .

27. Have student debates, speeches, skits, etc., on multicultural topics presented to classes, PTOs, nursing homes, and other community groups.
28. Study the provisions and freedoms of the U.S. Constitution as they relate to minorities.
29. Compare and contrast other cultures with the students' concept of mainstream America.
30. Discuss the issues and personalities involved in various cultures from a historical, political, and literary standpoint.
31. Use skills and information from various disciplines (math, social studies, geography, language arts, etc.) to compare population, economy, politics, lifestyle, culture, and other data about different culture groups in the U.S. during different historical periods and today. Discuss the meaning of the differences and similarities.
32. Discuss the relevance of the Constitution and government in dealing with today's problems related to minorities and cultural diversity.
33. Hold mock campaigns and elections based on multicultural issues.
34. Hold a video film festival dealing with various cultures and multicultural issues.
35. Have children of other cultures or their parents share native songs with classmates; have students share instruments or recordings of their native cultures.
36. Take field trips to local multicultural sites, such as a neighborhood, ethnic recreation/social center, workplace, historical site, museum, restaurant, or grocery.
37. Focus on geography skills and knowledge of geography as part of related courses.
38. Establish pen-pal or video exchange programs with students from other cultures.
39. Discuss the importance of international trade and the skills needed to be employed in that area.
40. Discuss what it means to be a member of a minority or different cultural group.
41. Discuss what it means to be a responsible American citizen.
42. Sponsor a tutoring program, in which older students with a firm command of the English language can tutor younger students who may be having trouble learning English. If the tutoring takes place in the home of the limited-English student, the experience will also be culturally revealing for the tutor.
43. Conduct interactive field trips, which involve students whose English skills are weak with language-intensive exchanges out in the community. Activities such as making purchases, reading transportation schedules, and placing orders will encourage students to use English in ways that are directly relevant to them.
44. Photograph each child in the class and have each child create her or his own album with personal information (date and place of birth, etc.), art, and school work. Post albums on the wall.
45. Have students bring in a unique object (e.g., a favorite toy), and encourage limited-English students to talk about the objects. Use the object as introductions to other cultures.
46. Read aloud to your students of all ages. It helps limited-English students understand vocabulary in context, language flow, intonation, drama, sentence structure, etc.
47. Have students (of all ages) make self-portraits. This is a good get-acquainted activity, in which students reveal something about themselves and learn each others' names.
48. Have puppet interviews on any of a wide range of subjects. It has been shown that young students will often open themselves up and talk to puppets much more readily than to adults. Possible areas for puppet interviews include animal puppets which tell about wildlife and interactions with "human" puppets on social, moral, safety, and other issues.

Sources: (Florida Department of Education, 1990; Enright & McCloskey, 1984; Jordan, 1992)

SECTION TWO

"DYNAMITE IDEAS" FOR ADDRESSING MULTICULTURAL EDUCATION AND POPULATIONS

This section offers profiles of programs that have had a significant impact on the education of children within multicultural environments.

2

- Project African-American Success
- Understanding Cultural Diversity through Archeology and Artifacts
- What an (or every) Elementary School Can Do to Integrate a Multicultural Perspective into the Curriculum
- African-American Perspectives
- The Bio-Prep Program
- The Hispanic Music Project
- Global Awareness
- Enriching the Lives of African-American Youth through the Arts
- Project Flex (Foreign Language Experience)
- Cultural Considerations and Celebrations
- Summer Institutes for Migrant Students

Dynamite Idea:

Project African-American Success

The Developmental Research School District at Florida Agricultural and Mechanical University is a K-12 laboratory school that has demonstrated great success with a student population that is over 99 percent African-American. The school operates under the philosophy that the whole child, the child's family, and the community must be integral, connected parts of the child's learning experience. The school provides a structured environment in which children have freedom to explore within clearly defined boundaries. Emphasis is placed on building self-confidence and self-esteem.

African-American culture and multicultural perspectives are infused throughout the curriculum. The curriculum teaches a global perspective and the value of all peoples in the world. Students also learn of the contributions of African-Americans to American and world history and develop an understanding of other racial, ethnic, and cultural groups.

Uniforms are worn by students and staff, which has also had a very positive impact on learning and behavior. Each student participates in at least two extracurricular activities, and the school is visited regularly by positive role models who encourage students to succeed. Elementary students do not repeat grades, and the school has no dropouts. For the last several years, between eighty and ninety percent of graduates have gone on to postsecondary education.

For more information, contact:

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Developmental Research School District
College of Education
Florida Agricultural and Mechanical University
P.O. Box A-19
Tallahassee, FL 32307
904-599-3325

Dynamite Idea:

Understanding Cultural Diversity through Archeology and Artifacts

The second- and third-grade gifted curriculum at Barrow Elementary School in Athens, Georgia includes an Archeology and Anthropology unit that integrates a multicultural perspective and appreciation into the classroom environment.

During the course of study, students gain an understanding of people who lived long ago, develop an appreciation for other cultures, perceive themselves as members of an ever-changing, ever-evolving culture, and predict how future archeologists might interpret our culture.

A sample activity is the development of artifact boxes which include articles of food, clothing, musical instruments, games, and art from a culture. The boxes are exchanged with classes from other schools which use the items in the box to determine the location and time period of the mystery culture and to reconstruct it. Barrow Elementary School is fortunate to have students from many cultures who bring with them first-hand experiences and items to share with teachers and other students.

Note: See additional activities on following page.

For more information, contact:

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Athens, Georgia 30605
404-543-2676

Dynamite Idea:

What an (or every) Elementary School Can Do to Integrate a Multicultural Perspective into the Curriculum

The following activities and ideas for integrating a multicultural perspective and appreciation into the school environment were contributed by teachers from Barrow Elementary School in Athens, Georgia.

WORLD MAP POSTED IN FRONT HALLWAY

A large world map has been hung in the front hallway of the school. Names of students who were born in another country are listed under the name of their country. A piece of yarn connects the labels to the country on the map. This provides a visual representation of the diversity of the population at Barrow and attracts the attention of parents, students, and visitors while instilling pride in our students.

FLAGS REPRESENTING EACH COUNTRY

In 1990, when the University of Georgia was involved in bidding for the 1996 Olympic tennis site, Barrow Elementary students made flags to represent every nation. The students lined the walkway, waving their flags to welcome the Olympic committee. The flags were also used during a choral performance at the university at which students dressed in native costumes and sang songs focusing on being different, yet working together for peace and harmony in the world. Since then, classes have written letters to all the embassies, requesting an authentic flag from their country. Barrow is now in the process of exploring possible ways to permanently display the flags in the school.

INTERNATIONAL DAY

Barrow Elementary holds an international festival at which parents of its foreign students share the customs and traditions of their native lands. As part of this festival, parents are invited to participate in a potluck dinner, where foods from various countries are shared.

ESL CLASS ACTIVITIES

- Parent Workshop at Family Housing to encourage parents to be involved with school—either in their child's classroom or school-wide;
- Unit of study on each of the countries represented in each class to lead up to International Day
- Folktales, including native American folktales, read by ESL and other students
- Fables and folktales from around the world performed
- Unit of study on how people celebrate different holidays in their countries and which holidays they celebrate

For more information, contact:

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Dynamite Idea:

African-American Perspectives

In order to better infuse African-American content into the school curriculum, Richland School District Two in South Carolina has produced and implemented a series of six seminars designed to expose a very diverse audience of educators to the rich history and contributions of African-American culture. Through an agreement with the South Carolina State Department of Education, educators attending the series of six seminars are eligible for recertification credit.

A goal of the program is to provide educators with information and resources they can use to help infuse African-American perspectives into the general curriculum. Participants develop a project related to the infusion of African-American studies into their curriculum, and projects are shared with other teachers through the district's Teacher Center. Presently, 120 K-12 teachers and administrators are participating in the series, and seminars cover subjects such as African-American history, African-American art, the school desegregation movement, African-American literature, and African-American contributions to education.

For more information, contact:

Dr. Joan Assey
Director of Staff Development
Richland School District Two
6831 Brookfield Road
Columbia, SC 29206
803-787-1910

Dynamite Idea:

The Bio-Prep Program

Native American students at Tuba City (Arizona) High School face the same difficulties as other students who live on reservations: rural isolation; limited opportunities; high rates of poverty and family alcoholism; substandard housing with dirt floors and no running water; and a school with few resources and a poor reputation. Yet in the past few years, students from Tuba City High have gone on the MIT, West Point, and the Air Force Academy, and the school recently won the state chemistry competition and two straight chess championships.

The secret of success has been the Bio-Prep Program, an experimental effort which uses a rigorous accelerated curriculum with average students—eighth-graders performing at an eighth-grade level in mathematics and reading. Participating students and their parents must commit themselves to hard work and high academic goals. In ninth grade, students study algebra, advanced biology, and math-physics, a course that approaches mathematics through basic physics problems. In 10th grade, students study biochemistry, geometry, and Algebra II. As juniors, they take trigonometry, chemistry, and physics. During their senior year, students study calculus, A.P. physics, or anatomy and physiology. Students in the program receive regular counseling and guidance to help them adjust to their work and plan their goals.

The program was funded from 1984 to 1991 by the Josiah Macy, Jr., Foundation and now receives funds from the New York-based Ventures in Education. Bio-Prep was developed by Northern Arizona University faculty and teachers at Tuba City High School.

For more information, contact

Manuel Begay, Director
Bio-Prep Program
Tuba City High School
Warrior Drive
P.O. Box 67
Tuba City, AZ 86045
602-283-4211

Dynamite Idea:

The Hispanic Music Project

Under the direction of Dr. Robert Smith, the Center for Music of the Americas at Florida State University has developed a music program to meet the needs of Florida's multicultural school-aged populations.

The Hispanic Music Project was designed and developed to promote the awareness, appreciation, and performance of Hispanic music by students in school music programs. The project focuses on generating authentic performances of Hispanic music in public schools by providing low-cost performance materials (music scores and parts) and by providing highly competent artists/teachers for on-site workshops and performances.

The incorporation of Hispanic musical cultures into school music programs not only increases the participation of Hispanics in those programs but also ensures that school music programs will more accurately reflect the cultural values of the region's increasingly diverse population.

The music programs focus on the music genre known as salsa. Salsa is an established musical genre of the Caribbean basin and the United States. Specifically, it is representative of any urban, commercial folk music that has been developed from Afro-Caribbean, North American, and Spanish musical traditions.

For more information, contact:

Dr. Robert Smith
Director, Center for the Music of the Americas
School of Music, R-71
Florida State University
Tallahassee, FL 32306-2098
904-644-6403

Dynamite Idea:

Global Awareness

Recognizing the need for students to develop an understanding of our multicultural world, the faculty, administrators, and the "global committee" at Highland Oaks Middle School in Dade County, Florida, developed a comprehensive program focusing on global awareness. The PTA worked with the school social studies and art departments to procure and install a large world map highlighting the countries of origin of the entire student body. This map is permanently displayed in the media center.

Sections of the school were named for continents or geographical regions of the world (Africa, Asia, the Middle East, Europe, and the Caribbean) and hallways depict features of each region. Within each section students studied a country and decorated their classroom doors and bulletin boards.

Global concepts were infused in all subject areas. Specific curriculum activities included:

Language Arts - featured students writing to international pen pals and studying the literature of selected countries
Science - focused on the environment by studying U.S. national parks
Mathematics - concentrated on international currency rates of exchange and other fiscal topics
Social Studies - used projects to address issues such as homelessness, apartheid, and urban life
Physical Education - conducted "international" intraschool soccer and volleyball tournaments
Home Economics - sampled international cuisines
Art - produced collages, maps, and life-sized models
Graphic Arts - prepared and distributed a book entitled *Recipes from Our Home to Your Home*

The Media Center, called "The World," was the hub of all activities. Media specialists supplied research material, hosted numerous activities, and displayed 42 flags that represented the nations from which the school's population is drawn.

The culminating activity was a global fiesta featuring student projects, electronically devised maps, videotaped futuristic scenarios, costume/fashion parades, dance and music presentations, culinary demonstrations, and crafts displays.

For more information, contact:

Dyona McLean
Region III Social Studies Coordinator
Dade County Public Schools
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Miami, FL 33132
305-995-1951

Dynamite Idea:

Enriching the Lives of African-American Youth Through the Arts

Tots 'N' Teens Theater, Inc., is an African-American multidisciplinary cultural arts center which focuses on the development of the total child through active participation in the performing arts and related educational programs. Begun in 1985, Tots 'N' Teens Theater, Inc., serves youth ages three to nineteen years of age. Particular emphasis is placed on serving at-risk children from inner-city neighborhoods. The organization is unique in that, through the arts, it is effectively improving the lives of children, their families, and communities.

Students participating in the program experience instruction in theater, dance, music, and culture. The emphasis is not only on the performing arts but on the development of creative thinking, self-esteem, and appreciation of African-American history and culture. Discipline is strict. Students are required to be on time, their school work is closely monitored, and tutoring is offered to those who need it.

In addition to staff instruction, students receive special workshops and master classes from leading national and international African-American artists. The group has formed the TNT performing Company, composed of about twenty students from the program. The company tours nationally and internationally, giving performances which feature African-American poetry, music, and dance. The performances have had a positive impact on the lives of inner-city youth.

For additional information contact:

Mrs. Sharon Coon, Director
Tots 'N' Teens Theater, Inc.
5270 Norwood Ave.
Jacksonville, Florida 32208
904-764-6401

The arts help us to see the world more clearly; they help us to live fuller and richer lives as individuals, as members of society, and as members of particular cultural traditions. The arts furnish means of expression beyond everyday speaking and writing. Studying the arts contributes to the development of analytical, problem-solving, and social skills. Students learn to work together toward a common goal through participation in music, theatre, and dance groups. The arts are also one of the best forums for achieving genuine exchange among members of different cultures, races, and ethnic groups.

Division of Cultural Affairs, 1987

Dynamite Idea:

Project FLEX (Foreign Language Experience)

Project FLEX is a multicultural awareness and prejudice-reduction program designed for students in grades K-5. Its purpose is to provide students with a knowledge of world geography and link that knowledge with an awareness of different languages and accompanying cultures—one each year during the students' elementary years. In kindergarten, students and teachers focus on Latin America and study Spanish. In first grade the focus is on Europe and French is studied. In second grade students and teachers focus on Africa and study Hausa, one of the major languages of West Africa. In the third grade the focus is on the Middle East with an emphasis on Hebrew. In fourth grade the cultures of Asia are studied with an emphasis on Haitian Creole. Students are exposed to all of the languages taught through multilingual morning announcements. Finally, Project FLEX encourages students to learn about U.S. and world geography and to keep abreast of national and international events through the use of intra-grade level competition based on daily questions from the front page of local newspapers.

Ten instructional units for each grade level have been completed. With the assistance of Instructional Television of Palm Beach County Schools, a series of video folktales is being created, which will link the cultural information contained in each folktale with the linguistic and geographic content of the corresponding unit.

Goals of the Project:

1. Students will become aware of the legitimacy of other languages and cultures.
2. Students will make appropriate links between current events and the worldwide locations where they take place.

Project FLEX has received the 1989 Global Education Award from the Florida Council for the Social Studies, a commendation from the Southern Association of Colleges and Schools Visitation Team in May 1990, the 1991 acclaimed Florida Elementary School Principal's Little Red Schoolhouse Award, and recognition in 1991 by the School Board of Palm Beach County as a model program for developing multicultural awareness and language appreciation.

For more information contact:

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Dynamite Idea:

Cultural Considerations and Celebrations

Howard II Elementary, located on the Gulf of Mexico in Biloxi, Mississippi, is 47 percent Vietnamese. For many years Vietnamese children attending Biloxi Public schools were served foods proven to be popular among American children. To take into consideration the number of Vietnamese students in Biloxi, egg rolls, fried rice, and stir-fried vegetables now appear on menus. This promotes more sharing and learning from the two cultures involved. Because of the large Vietnamese population, more effort is also put forth by teachers to involve students in activities dealing with American holidays. In turn, Vietnamese tutors inform teachers of Vietnamese holidays so they can teach about their customs and culture.

At Howard II the Vietnamese New Year is celebrated. Just as a Christmas program is planned each year, the school plans a Vietnamese New Year program. The program consists of a brief description of New Year customs and beliefs, and traditional dances are performed by Vietnamese girls dressed in Ao' Dai. To conclude the program the dragon and its drummers perform. The dragon searches for the red envelope that is taped high upon a school wall. When the dragon locates the red envelope the school will have good luck and happiness.

In traditional Vietnamese culture, red envelopes containing money are given to Vietnamese children from their elders in celebration of their New Year. The money must look new. The children can then take the money and play traditional Vietnamese games. Children give their elders tea and cookies wrapped in red cellophane paper. The red color of the cellophane and envelopes symbolizes wishes of good luck and happiness to the recipient. Howard II participates in wishing students, staff, and faculty good luck and happiness by giving everyone at the school a red envelope containing a shiny nickel.

For more information, contact:

Donnie Moore
Howard II Elementary School
260 Howard Avenue
Biloxi, MS 39530
601-436-3702

Dynamite Idea:

Summer Institutes for Migrant Students

Initiated as a pilot program in Pasco County, Florida, in 1985, the Summer Institutes were designed to assist those migrant students who were in danger of dropping out of school by providing personal, academic, and vocational counseling and training in study skills, leadership, goal setting, and many other areas relevant to migrant students. Recreational and enrichment activities were also included in the program. Starting as a day program for 40 secondary level students, at a single site at Pasco Elementary School in Dade City, the Institutes have expanded to many sites serving middle and secondary students.

The Institutes are conducted by the Florida Department of Education (DOE) with the cooperation of designated local school districts, colleges, and universities. Several counties, along with the University of Florida, served as fiscal agents for the 1991 Institutes. The University of South Florida, Bethune-Cookman College, the University of Florida, and the College of Boca Raton housed the various Institutes.

Funding for the Institutes is provided by the Florida DOE's Migrant Child Education Program, the Adult Migrant and Seasonal Farmworker Program, the Food and Nutrition Program, and state general revenues. The Institutes receive additional services from regional Migrant Health Centers and other public and private agencies.

The Institutes provide at-risk migrant youth with the opportunity to earn academic credits toward promotion and/or graduation; remediation in needed academic areas; life management, leadership, and study skills; viable career options; and positive self-concepts.

Approximately 360 students were served in 1991 representing 27 counties with significant concentrations of migrant children. Those students were selected from a pool of over 800 applicants based on need. Migrant students who are below modal grade and who have with high absenteeism, numerous school interruptions, low or failing grades, low reading and mathematics skills, and low self-esteem are given priority.

Careful attention is given to student/teacher and student/counselor ratios. Target Institute ratios are 1:10 for teachers, 1:25 for guidance counselors, and 1:10 for residential counselors.

Every student leaves the Institutes with an Individual Plan of Action (IPA). This plan contains personalized recommendations for coursework leading to promotion and high school completion. Strategies designed to facilitate the process are written jointly by the student and the guidance counselor. Additional information outlining academic strengths and weaknesses is included for use by advocates and guidance counselors at the school in which the student will be enrolling.

Great emphasis is placed on improvement of self-esteem. Motivational speakers, many of them former migrant workers, come to the Institutes to share their successes. They emphasize to the students that options are available. Education, commitment, and perseverance are commonly identified as those traits most needed for success.

continued

Dynamite Idea continued . . .

"It's the most effective dropout prevention program there is," said Norma Ymiolek, Migrant Advocate from Hillsborough County. In 1990, 50 percent of Hillsborough County's 30 migrant graduates had attended the Institute at some point. In 1991, the number of migrant graduates increased to 61, of which 35 percent were alumni of the Institute. "This is an example of what the program is doing," said Ymiolek. "It shows what happens if a student is lucky enough to be touched by the Institute."

For more information, contact:

Frank Campano
Summer Institute Coordinator
Compensatory Education
Area IV Office, 3135 N. Washington Blvd.
Sarasota, FL 34234
813-272-4400

ADDITIONAL PROGRAMS FOR MIGRANT STUDENTS

The two programs described below involve some fees for certain materials. Their description in this publication does not imply an endorsement by SERVE.

Early Prevention of School Failure Migrant Program (For Spanish- and English-Speaking Children). A program designed to prevent early school failure in migrant children.

Description: The Early Prevention of School Failure Migrant Program is designed to reduce the "at-risk" factor by assessing needs and strengths and developing an appropriate program for each child. The project provides follow-up activities in kinesthetic, visual, auditory, expressive language, and receptive language. Appropriate program resources and effective teaching materials for large- and small-group instruction are available. The program has also developed three parent components: (1) growth and development, (2) building school success, and (3) parent involvement in the school and with the child's educational process.

This program has provided ongoing, positive program research and evaluation results since 1974. Teacher training workshops, program materials, and curriculum provide children with choices and teachers with a framework for integrating the school curriculum with effective program-developed units, themes, center activities, language experiences, and whole-language instructional approaches to beginning reading and writing in both small-group and total-class arrangements. It is approved as a screening and curriculum-planning program for migrant children ages 4-6 in regular or short-term programs.

For more information, contact: Luceille Werner, Project Director, Peotone School District 207-U, 114 N. Second St., Peotone, IL 60468; 312-258-3478.

Migrant Student Record Transfer System (MSRTS)/A Computer Link Offering Variable Educational Records (CLOVER). An education and health system for migrant children, preschool-12.

Description: MSRTS/CLOVER is a computerized system with 162 terminals located in 44 states. The system serves 49 states, Puerto Rico, and the District of Columbia. Teachers, nurses, aides, administrators, and others have at their disposal educational and critical health data delivered to their state within 24 hours of a child's enrollment. In four days or less, an in-depth record of educational and health data will be received at the state's designated location. This information may direct the adopter in formulating strategies to assist the migrant child in achieving academically. Curricula being taught to migrant children vary according to the established needs of migrant children at various levels. The system's computer is programmed to provide skills-based information in the areas of reading, math, early childhood, and oral language. The health system provides the most updated reporting of health problems to insure continuity of health services by using the International Classification of Diseases (ICD.9.CM) and the physician's Current Procedural Terminology (CPT), 4th edition.

Costs: Training packets, training, and follow-up are available at no cost. Other agencies outside the U.S. Department of Education that serve migrants may use computer time at a negotiated cost.

Services: Awareness materials are available. Visitors are welcome at project sites by appointment, Monday through Friday, 8:00 a.m. through 4:30 p.m. Training is conducted at the project site (adopter paying own costs). Costs are negotiated for training conducted outside Arkansas. Quarterly workshops are held in February, May, August, and November.

For more information, contact:

Nolan McMurray
Administrator for Special Services and Technical Advisor
Migrant Student Record Transfer System
Arch Ford Education Building
Capitol Mall
Little Rock, AR 72201
501-371-1857

SECTION THREE

STRATEGIES AND ACTIVITIES FOR ADDRESSING CULTURAL DIVERSITY

3

Introduction

Structured Experiences for Addressing Cross-Cultural Learning

- Role-Plays
- Situational Exercises
- Using Bafa Bafa
- Cultural Assimilators

Cross-Cultural Activities and Exercises

- Who Are We?
- Migration Panel Guide
- Speaking Without Speaking
- The Multicultural Person
- Stereotypes
- Comparing People to Objects
- Marital Roles Scale

Thematic Activities and Games

Theme One: Self-Awareness/Self-Concept
Theme Two: Cultural and Linguistic Appreciation
Theme Three: Commonalities Among People

Content-Focus Activities and Games

- Spin-Off on Folk Tales About Africa
- Games from Zambia, Grades K-3
- Threads for the Web of Interdependence: The Need for Standardized Measurement, Grades K-8
- Cross-Cultural Activities and Games For Elementary Students

SECTION 3

STRATEGIES AND ACTIVITIES FOR ADDRESSING CULTURAL DIVERSITY

INTRODUCTION

The strategies and activities which follow offer a starting point for building culturally rich instruction. The resources included in this section, many of them complete and ready-to-use lessons, were selected for their adaptability and applicability to a variety of multicultural settings and age levels. In addition to complementing classroom teaching units, the activities may be used for staff development, community/volunteer training, and other instruction.

STRUCTURED EXPERIENCES FOR ADDRESSING CROSS-CULTURAL LEARNING

ROLE-PLAYS

As a basis for role playing, it is essential that participants have some solid background information about the culture and the people before they will be able to feel at home in a role. Although they could act out a scene during the early stages of the learning program, much of the acting would be based on guesswork. It is preferable, then, to use role playing as a kind of capstone to the program, where students can demonstrate their ability to use what they know and apply cultural skills. The leader might use a group approach to develop role-playing scenarios that would realistically represent the school and community populations. Participants might include students, teachers, guidance counselors, community members, and parents.

Procedure:

1. The leader should review program materials and experiences and, if possible, have members of the culture being studied identify any major cultural differences which might constitute an effective role play. The leader might ask for specific examples the respondents have observed in which members of another culture have come in contact with their own—at the store, school, or church or on social visits. Still better, the leader can identify an encounter that the training group members themselves might expect to face when they visit the unfamiliar community.

2. The leader then prepares some objectives, based on material previously learned and on goals which only the role play can offer, such as:

   a. Demonstrate an understanding of the importance of conformity and tradition.
   b. Demonstrate an understanding of the value of status and respect for authority.
   c. Show an awareness of different attitudes toward change and other foreign or different values.
   d. Show skill in dealing with an official or representative from another culture.
   e. Show awareness of different family pressures faced by members of another culture.
   f. Demonstrate the ability to control one's tendency to push one's own point of view; find a thoughtful compromise, and control one's frustration during the process.

3. From this information the leader composes a single incident on which to build the role play. It should be a short encounter which can be played out in 15 or 20 minutes.

4. The leader writes a one-paragraph general statement (scenario) describing the scene for the actors and the observers.

5. The leader prepares short written instructions for the two or three participants who are to join the role play. The instructions should be a paragraph or two in length and sufficiently sketchy to allow freedom in interpretation. Each character's point of view toward the encounter should be described in positive terms, so that each appears to be logical in its cultural context. Roles should be directed as follows:

   a. toward conflicting ends, or
   b. by means which are not compatible.

   Issues and disagreements will arise from the various perceptions of reality viewed through the experience of each character.

6. Try to involve all the participants, including observers, in the activity at the beginning of the session.

   a. Begin the session by saying to everyone that two of them will be chosen to play roles based on the scenario about to be handed out: "Two of you will be sitting in those two chairs."
   b. Give them a few minutes to read the scenario and discuss how they would approach each role if chosen to act in it.
   c. Select two members for the roles; not necessarily those who will perform best in the roles, but two who can benefit themselves and the observers by participating.
   d. Ask the remaining members to prepare to make observations on a number of points: the sources of conflict between the characters, differences in behavior (spoken and unspoken), and feelings shown during the action.

After the scene has been played, allow 20 to 30 minutes for discussion. Sample questions:

1. What was each of the people trying to accomplish?
2. Where did the problems arise?
3. What differences did you notice in how each one behaved? What nonverbal differences did you see?

4. To what extent was the behavior of the actors suitable to their individual goals? How effective were they?
5. How do you think each one felt during the conversation? How could you tell?
6. How might you have approached either role?

Turning finally to the actors, ask them in turn to describe how they felt during the session and how they might have conducted themselves in order to feel more comfortable and/or effective. Be sure to tie the role play, by way of summary, to the other activities of the intercultural program. All participants can be asked to record what they learned from the session; optionally, they may volunteer to tell the group what they have written down.

Variations:

1. Use a member of the cultural community being studied as one of the actors.
2. Select new actors from among the observers and run through the role play again.
3. Use videotape equipment to record the action. Play it back to the group to illustrate and study particularly important gestures or issues which arose.

Source: Holmes & Guild, 1979a, pp. 11-13 (adapted with permission).

SITUATIONAL EXERCISES

This activity is essentially a short, free-form skit, written partially in advance, using one or more "actors" who have had time to rehearse their parts. It is similar to role-playing, but it does not require the participants to behave in a certain way as role-play does.

Students are given only a general description of the setting and must rely on their knowledge of the selected culture and their wits as they think and act on their feet in an unfamiliar situation. The actors need to be people with some self-confidence who will help move the situation along. Foreign students willing to participate would be the best actors, but this may not always be possible.

Group Size:

No particular group size is required.

Time Required:

Situational exercises can be done in 2-5 minutes or can run 20-30 minutes, depending upon the situation and the participants. One class period would be sufficient.

Materials Utilized:

1. Scenario.
2. Individual Roles.
3. Props (dress, artifacts, etc.).

Physical Setting:

Any standard classroom. One with moveable chairs is most suitable.

Process:

The initial steps in staging situational exercises are similar to those of constructing a role play. The class should decide upon a scenario, construct and write roles, and, when possible, consult with a member of that culture to verify the details. The situation should be constructed to highlight the differences between the culture being studied and the students' own backgrounds, and should pose, implicitly, some situation needing resolution (a "white" youth in a "black" home; courtship in another country; etiquette in the home of members of another culture; attitudes toward women, work, etc.).

1. Distribute the scenario to the entire class, who will be observers. This is the only information they will receive.

2. Distribute the roles and a scenario to the actors, being careful not to expose one role to the other.

3. Set the stage both physically—with props, furniture, etc., and educationally by preparing the observers and participants for what they are going to do. (There is a tendency, especially at first, to treat role plays and situational exercises lightly, so the teacher's role is very important in setting the right mood.)

4. When all are clear on their parts, start the exercise. Let it run as long as you feel it is productive, but generally, when things begin to lag, it should be stopped.

5. Follow with discussion, perhaps 20-30 minutes, organized around these suggested topics:

   a. What were each of the individuals trying to accomplish?
   b. What were the problems they encountered or created?
   c. What differences did you notice in each individual's behavior? What nonverbal differences did you observe?
   d. How do you think each felt during the scene?

6. After observers have shared their ideas on these, allow the participants to give their own reactions to the same points.

Special Instructions:

Care must be given in writing the situation so it is believable and performable. You might have to try several situations before you get the right one. Be sure that the scenario is written in as non-value-laden a manner as possible. It should be a simple description of the facts and should not bias the reader one way or the other. Make sure the roles are clear and descriptive, but do not make them so rigid that the participants have no freedom of action.

Check the accuracy of the exercise before conducting it. This is a powerful teaching device and stereotypes and inaccuracies are often exaggerated with these types of methods.

As with role playing, when selecting a student for the situational exercises, do not necessarily choose the ones who will "perform" the best, but those who can benefit personally from the experience.

If videotape equipment is available, the entire exercise can be recorded and then played back immediately or at a later time.

Source: Holmes & Guild, 1979b, pp. 15-18 (adapted with permission).

Description

Participants are divided into two groups: Alpha culture and Beta culture. Each group is taught a fictitious set of cultural values, behaviors, and communication styles. The game is designed to simulate two quite different cultures and then to involve participants in cultural exchange with all its attendant problems of culture shock, adaptation to a strange environment, return to the home culture, etc. The participants are urged to "get into the spirit" of the game, to exaggerate, and to have fun acting out the designated roles for the duration of the game. It is designed to **cause** people to stereotype and misperceive each other, to make wrong assumptions about the other culture, to develop a quickly internalized set of in-group behaviors and attitudes toward out-groups, and to demonstrate the ease with which people fall into the traps of stereotyping and prejudice.

Goals

1. To increase awareness of one's own cultural identity and that of the culturally different; to increase intercultural communication skills; to increase understanding of "culture" and its function in interpersonal relations; to understand the problems of adapting in a new environment; to become better interpreters of nonverbal communication; to promote greater appreciation and tolerance for different cultures and ethnic groups; and to stimulate thoughtful discussion about differences in values, attitudes, and communication styles across cultures.

2. To have fun and get to know each other, to practice new roles and express oneself in a nonthreatening situation, to become aware of the effects of social interaction and dynamics of groups, extracting from the simulated experience examples of incidents which remind participants of real-life happenings.

Strengths

The ability to draw people into the game emotionally, so that they learn the principles of intercultural communication through direct involvement rather than through the presentation of abstract concepts. The exercise sharpens communication skills so people become effective in future intercultural encounters.

Pitfalls

This is a powerful exercise and there is some chance that people will be left with unresolved feelings after the game. Teachers must be ready to deal with some strong reactions. Be sure to take time for working out these feelings and resolving conflicts.

Leadership

Two teacher/trainers are needed, one for each cultural group. They should be experienced and able to deal with the variety of reactions that can occur in this game. They must be enthusiastic, able to keep others going when interest flags, and have stamina.

Processing

At least an hour should be set aside for discussion and follow-up on themes. People should be encouraged to explore their feelings about the experience and give one another feedback about their reactions. The leader brings the main issues into the consciousness of the group and encourages sharing among participants.

Themes or Topics for Discussion

Male-female relationships (cross-culturally or in one culture)
Family life—norms, beliefs, communication
Work and play in cultures
Self-esteem and adaptation in new environments
Community programs—how awareness of the components in intercultural communication can enhance them
Relation of language and culture
Materialism, competition, alienation
Friendship, hospitality, intimacy
Task orientation vs. relationship orientation

Equipment

A set of materials and a teacher's manual. The set can be ordered from Simile II (address below).

1150 Silverado
Lajolla, California 92037.

Group Size

Between twelve and forty participants.

Bafa Bafa is a simulation game by Gary Shirts. Published by Simile II; 1150 Silverado; LaJolla, California 92037.

Source: Gillespie, 1979, pp. 33-34 (adapted with permission).

Cultural Assimilators are, in essence, a programmed approach to learning about a culture. They have been developed by a group at the University of Illinois for training purposes. They can be obtained from this group, or experienced teachers can develop their own. This technique can be used individually by students without the direct help of the teacher. After completing several of the exercises, the class can discuss details of the cases in small groups and do further research if necessary.

Group Size:

Use with any size group, but discussion afterwards should be in small groups.

Time Required:

Varies. This depends on the individual student and on how much time is spent in discussion.

Materials Utilized:

1) Cultural Assimilators.
2) Paper and pencil.

Physical Setting:

A normal classroom setting is adequate. Moveable furniture is desirable for discussion.

Process:

1) Hand out the Cultural Assimilator materials. Give students time to examine them and ask any questions they may have.
2) Have students should go through the assimilator step by step according to the instructions.
3) When students have finished, have them compare answers and discuss why they answered as they did.

Special Instructions:

If you wish to develop your own materials, it is very important that their accuracy be checked thoroughly. Because of the type of materials, inaccuracies can be misleading and can be more damaging than instructive. You should use the Cultural Assimilators already published before trying your own. A sample scenario is printed below.

Example #1: An Arab student asked his co-workers on his lab assistantship if they wanted to go to lunch with him at the Student Union. They agreed, and they all chatted as they went to the Union where they got in line at the cafeteria. When they reached the cashier's station, the Arab student, who was first in line, paid for all of them. When the group got to their table, his two co-workers insisted on giving the Arab student the money for their lunches. The Arab refused it, but the Americans insisted, and the one sitting beside him swept the money off the table and dumped it into the foreign student's jacket pocket. Later, the Americans commented that the Arab student had been unusually quiet and reserved while he ate his lunch.

If the Americans had analyzed this incident correctly, they probably would settle on which one of the following explanations for the Arab's behavior during lunch?

1. The Arab student must have had an upset stomach.
2. It is the Arab custom not to talk during meals.
3. The Arab student had wanted to pay for their lunches and he felt hurt that they would not let him.
4. The Arab student felt the Americans thought he was too poor to pay.
5. When he was away from the lab, the Arab had nothing to talk about.

If you chose 1: You missed a key point. A stomach upset can come on suddenly—but if it does, would one continue to eat and watch others do the same?

If you chose 2: Sometimes people may want to eat in silence, but if such is their mood, why would they suggest that other people eat with them? While the members of some cultures do dine in silence, this is not the custom with members of the Arab culture.

If you chose 3: Correct. Most Americans would not, under the circumstances, interpret the Arab's invitation (an ambiguous word) as implying that he intended to pay for their lunches. However, in Arab culture, a suggestion that others join you in eating is an indication that you are inviting them to be your guests; it is a gesture of hospitality and generosity. No wonder the Arab student was upset! As the situation evolved, it was for the Arab a case of the guest's supplying their own food after they had accepted his invitation. He probably felt that their behavior was deliberate rejection of his hospitality—and, therefore, of his friendship. All over the world, acceptance of generosity and hospitality involves a more or less rigid obligation to repay in an approximately similar form. A generous Arab, when thanked, may say, "Don't thank me; you will repay me someday." An American refusing an invitation to be a guest is much more likely to say "Let's go 'Dutch."

If you chose 4: This thought may have passed through the Arab student's mind, but it would probably not be the first one, nor the one mainly dwelt upon.

If you chose 5: This answer is inconsistent with the information given.

Cultural Assimilators for various countries can be obtained from the Group Effectiveness Research Laboratory, Department of Psychology, University of Illinois, Urbana, Illinois 61801.

Source: Holmes & Guild, 1979c, pp. 77-81 (adapted with permission).

CROSS-CULTURAL ACTIVITIES AND EXERCISES

WHO ARE WE?

Materials:

- Awareness form (see next page), enough for teacher and each student
- overhead projector (optional)

Introduction:

This lesson is ideal as an introduction or icebreaker for new classes. The exercise will help establish "in-group" awareness as well as assess individual talents, interests, and global knowledge among class members.

Objectives:

- To develop self-awareness which will lead to awareness of other cultures
- To share knowledge of other cultures which will serve as a foundation upon which the class can build
- To increase each student's ability to express and describe his/her personal background to others
- To develop an awareness of the interests and backgrounds of others

Procedures:

(DAY 1)

1. Display the Awareness form or on an overhead projector or draw one on the chalkboard.
2. Give each student a blank Awareness form and instruct them to fill in the circle and four rectangles according to the model.

(DAY 2 or 3)

3. Allow students to mingle and compare interests with one another.

4. Have the class discuss the item in the bottom right quadrant as a lead-in to global awareness. Use of a wall map is recommended. (If possible, students should be sitting in a "U" arrangement with the map at the open end, to facilitate discussions.)

NOTE: This lesson is successful with all age levels and can be adapted for various desired outcomes. It is most successful when the class is not inhibited by constraints on noise level or movement. A less effective method can be used if such constraints do limit the lesson. In such case, students take turns telling the class about themselves/herself and members of the class join in with comparisons, comments, etc. (This also takes more time.)

AWARENESS FORM

Three things that you like to do best:

Three adjectives that describe yourself:

Put Your
Name
Here

Name a person (from any time in history) that you most admire:

If you could not stay in the United States where would you choose to live?

Source: Leach, 1983, pp. 27-28 (adapted with permission).

Migration Panel Guide, Grades 9-12

Panel Members:

Students introduce themselves and their countries of origin.
(Name tags may be helpful.)

Proposed Questions:

1. a) Why did you (or your parents, grandparents, etc.) leave another country to come to the U.S.?
   b) How and why did you come to live here?

2. a) Compare the cultural differences between your "home" country and where you now live, including a discussion of the quality of life in both places.
   b) What do teachers in your community need to know about students from your home culture in order to improve mutual understanding?

3. FOR STUDENTS WHO THEMSELVES IMMIGRATED:

   a) Give one or more examples of culture shock or other difficulties you encountered as a new immigrant.
   b) What advice would you give to immigrants from your home country before they come here?
   c) What advise would you give to Americans about how they could assist new immigrants?

4. FOR STUDENTS WHOSE PARENTS OR OTHER ANCESTORS IMMIGRATED:

   a) What aspects of your “home culture” have your parents/grandparents made efforts to preserve in America?
   b) In what ways have you served as a “bridge between two cultures” for your parents/grandparents?
   c) What advice would you give to other children of immigrant parents?

5. Please describe personal experiences with misperceptions/prejudices in your new country.

Source: Buchholz, 1983, p. 24 (adapted with permission).

SPEAKING WITHOUT SPEAKING

Objective:

To demonstrate some nonverbal behaviors which are common across cultures, some which differ across cultures, and the meanings and feelings they usually communicate.

Procedures:

1. The teacher may announce to students that this session will deal with culture or even with communication; but does not mention its focus on nonverbal behavior, lest the impact of the exercise be reduced. The teacher then asks the students to split into two groups of equal size, "As" and "Bs," who then assemble at opposite ends of the room.

2. The teacher first goes over to the "A" group. He or she tells them in a confidential voice that they are to choose a partner from the "B" group and engage in conversation. The subject of the conversation is not too important; it may be differences the partners may have noticed in the treatment of women in different cultures, different attitudes toward work and professional life, or some of the problems that interfere with good communication. It is essential, however, that **during the conversation, each "A" will sit or stand about 4 inches closer to "B" than he normally would.** All other behavior should be normal—even the voice should be at the normal pitch.

3. The teacher now joins the "B" group, telling them in a confidential voice that they are to discuss the chosen subject with one of the "A" group, that the "As" will come over to select them shortly.

4. Next the partners are asked to meet and go to separate parts of the room, relax, and exchange views on the chosen subject. They should not go out of sight of the facilitator.

5. After about five to ten minutes the teacher apologizes for breaking into the conversation and asks the "As" and "Bs" to return to their respective groups. He or she joins the "B" group this time and asks in a low voice, "Without looking back at your partner, each of you tell the others in this group, as best you can, what your partner "A" looked like. For example, did he wear glasses or not? Complexion? What kind of clothes? Neat or sloppy? Long or short hair?" Each is asked to share with the group whatever details can be recalled.

6. Meanwhile the teacher returns to the "A" group, asking them the same question about what they can recall about their partners' appearance. He or she gives a few minutes for them to begin to share recollections, but then breaks in.

7. The teacher tells the "A" group to engage in a second conversation with their partners. Another subject is assigned to them to discuss. This time the "As" are told to avoid looking directly into their partners' faces; look anywhere that seems natural except their faces. All other behaviors should be normal.

8. The teacher now asks the participants to rejoin their partners and reiterates the subject they are to discuss. After five to ten minutes he or she again interrupts and asks them to gather, this time as a single group. He or she then asks for volunteers to describe how they felt during your exchange, "Did you somehow feel strange?" A brief discussion, about ten minutes, should be encouraged. Finally, the teacher reveals the instructions that he or she had been giving the "A" group and discusses the significance of non-verbal communication.

9. Lastly students are asked to demonstrate examples for a discussion of specific differences in nonverbal behavior which they have noticed among themselves and other cultural groups.

Source: Weeks et al., 1979, pp. 74-75 (adapted with permission).

THE MULTICULTURAL PERSON

Objective:

We belong to many groups that function in ways similar to larger cultures, and that define our individuality in multicultural terms. This exercise can be used to teach primary school children about the many groups to which they belong beyond nationality or ethnic differences that define them as individuals. It attempts to teach the notion of differences in a neutral framework without evaluating those differences as either good or bad.

Participants:

Moderate to large group of multi-ethnic intermediate school children.

Procedure:

The exercise should follow a lecture or class discussion about prejudice, discrimination or problems people experience as a result of being different.

1. The teacher informs students that they are to move their chairs off to one side of the room to clear a large area in the center of the floor.

2. The students are then instructed to assemble in a large group in the center of the floor.

3. A list of neutral characteristics which would be likely to divide the group should be drawn up beforehand in a series of sets. They may include characteristics such as black shoes/brown shoes/other-colored shoes; those wearing red/those not wearing red; those with a penny/those without a penny; and/or other similarly neutral categories.

4. The teacher reads out instructions such as: "All those wearing red move to the right side of the room and all those not wearing red move to the left side of the room." The "team" that assembles first "wins" that set. Then the group re-assembles in the center of the floor and a second set begins with the teacher reading off instructions that will divide the group in a series of ways.

5. After the group has become familiar with the exercise, the teacher may want to move toward other differences that are more personal such as hair color, eye color, tall/short, or other characteristics of the individuals.

6. Finally, the teacher may want to end the exercise by using the visible cultural differences such as gender, national background, race, etc.

7. The discussion could center around racial/cultural differences being just one of the significant components of our individuality that define us but should not be use to evaluate our worth. The discussion might center on the role of competition both in the game, where the students were on different teams for each set, or in real life where persons who are different struggle against one another. A primary goal of the exercise is to have students see that making value judgments on random characteristics (such as shoe color) are inappropriate and damaging, and generalize to a similar conclusion regarding judgements based on cultural and racial characteristics.

Source: Weeks et al., 1979, pp. 94-95 (adapted with permission).

STEREOTYPES

Objective:

To demonstrate stereotypical attitudes held toward different groups of people.

Procedure:

1) Have each group of students list five different cultures and rank order them in conjunction with the statements below. Add up the total score for each statement on each ethnic group.

2) Ask the following questions:

   Why does stereotyping persist? Is it useful? Harmful? What kind of situations tend to stereotype people?

3. Have the students analyze similarities and differences in the ratings.

GROUPS

A	B	C	D	E	Statements
					passive
					conceited about appearance
					very ambitious
					almost always acts as a leader
					very independent
					does not hide emotions at all
					sneaky
					cries easily
					very active
					very logical
					non-competitive
					feelings hurt easily
					unemotional
					very strong need for security
					easily influenced
					very objective
					very self-confident
					easy going
					has difficulty making decisions
					dependent
					likes math and science very much
					very passive
					very direct
					knows the way of the world
					excitable in a minor crisis
					very adventurous
					very submissive
					hardworking, industrious
					not comfortable about being aggressive

Source: Weeks et al., 1979, pp. 83-85 (adapted with permission).

COMPARING PEOPLE TO OBJECTS

Objective:

To help students recognize cultural differences.

Participants:

Three or more students from different cultures.

Procedure:

1) The teacher instructs each student to look around the room and find one object that is like them or that reflects them in some way, representing if possible one or more cultural values of their background.

2) The teacher may model this difficult task by selecting an object himself (like a piece of chalk that is hard and brittle and gives of itself until it is finally used up completely) and describing how he or she is like that object.

3) The students will each in turn describe how they are like one or another object in the room.

4) Students may then discuss the cultural differences that are revealed.

Source: Weeks et al., 1979, pp. 30-31 (adapted with permission).

MARITAL ROLES SCALE

Objective:

An analysis of marital roles in different cultures.

Participants:

Group members should represent various cultural viewpoints.

Procedure:

1) Each student is given a copy of the scale and a pencil.
2) Students fill in one response before each of the following statements to indicate what they believe is right as a matter of principle. The responses are to be marked as follows:

SA — Strongly Agree; A — Agree; U — Undecided; D — Disagree; SD — Strongly Disagree

___ 1. The husband should help with the housework.
___ 2. The wife should take a job if she wants.
___ 3. The husband should help wash dishes.
___ 4. If a husband runs around, so can his wife.
___ 5. Wives are too independent these days.
___ 6. If the husband wants children, the wife should agree.
___ 7. The husband should decide who is to spend the extra money.
___ 8. Husbands should be more strict with their wives.
___ 9. What a husband does in his spare time is his own business.
___ 10. The husband should decide where to live.
___ 11. The wife should fit her life to her husbands.
___ 12. The husband's wishes should come first in most things.
___ 13. Marriage is the best career for the woman.
___ 14. The husband should wear the "pants" in the family.
___ 15. If the husband is running around with another woman, his wife should put up with it until he comes to his senses.
___ 16. It's okay for the wife to earn as much as her husband.
___ 17. A wife should let her husband decide most things.
___ 18. Almost all money matters should be decided by the husband.

3) As a group exercise, compare and discuss responses regarding different cultural beliefs.

Source: Weeks et al., 1979, pp. 50-51 (adapted with permission).

THEMATIC ACTIVITIES AND EXERCISES

THEME ONE: SELF-AWARENESS/SELF-CONCEPT

Objective:

To develop increased self-awareness and a positive self-concept in students from all ethnic groups by using their own heritage as a rich and valuable resource.

Level:

Elementary/Middle

Sample Activities:

Students fill in a prepared chart of their daily diet. Guide a class discussion on the nutritional values of a cultural variety of foods. Students will realize there is not a standard breakfast, lunch, or dinner.

Students create personal mobiles using coat hangers as bases. Mobiles include several features: photo of child and caption, self-portrait, picture of home and story about family, and "favorites" (food, sport, etc.).

Parents help students to investigate their heritage. In class each student locates his or her "roots" on a world map. The class discusses the concepts of "heritage" and America's diversity. Students make flags and clothing representing the countries and post them on a bulletin board around a picture of the globe.

Objectives:

To develop increased self-awareness and a positive self-concept in students from all ethnic groups by using their own heritage as a rich and valuable resource.

Level:

Middle/High

Sample Activities:

Students interview each other about their ancestry. Students identify ancestors' places of birth on a world map. After interviewing family members, each student constructs a family tree.

Students write an autobiography stressing ancestry or a biography of one particular ancestor. Students then research contributions of their group to American culture.

Students recall a time they felt proud of themselves or others. Conduct a "walk through the century" to review the history of a particular group. On slips of paper, the teacher records statements about pride, struggle, hope, sorrow, etc., by well-known or little-known members of the ethnic group under study. Then each student draws a slip from a box and reads it aloud to the class for discussion.

Source: *Understanding our cultural diversity,* 1983, pp. 4-5 (adapted with permission).

THEME TWO: CULTURAL AND LINGUISTIC APPRECIATION

Objective:

To develop an understanding of and appreciation for the linguistic and cultural pluralism of the Unites States.

Level:

Elementary/Middle/High

Sample Activities:

Students are introduced to a different language through exercises in which they learn to value and appreciate another communication system. In small groups, students trace the origin of the Chinese language and investigate the role of language in all societies.

Students read and discuss stories and poems in which newcomers to the U.S. describe their experiences as they learn to live in a new country.

Students bring in an object related to a family custom (recreational, religious, etc.) and write about the object's importance. Students read a partner's written description and underline the words or phrases that express the value of the object.

Students collect magazine pictures that represent the diversity of people in the U.S. The class creates a collage by placing the pictures on an enlarged outline map of the U.S. and adding students' photos. They then discuss and categorize the kinds of people represented (gender, age, job, etc.)

Source: *Understanding our cultural diversity,* 1983, pp. 4-5 (adapted with permission).

THEME THREE: COMMONALITIES AMONG PEOPLE

Objective:

To recognize the commonalities shared by all peoples.

Level:

Elementary

Sample Activities:

Children learn about and play games from Africa (and/or other areas of the world). Children list similar games they know. Discussion question: Who usually plays such games? How do children learn to play games?

Children listen to a folk tale explaining the origin of the African continent. Students then create their own folk tales to explain "how something came to be." Students continue their exploration of folk tales from other lands. Discussion question: How do children learn what is right and wrong through stories?

Students recall their favorite lullabies or bedtime stories. The class investigates purposes and musical forms of lullabies. Help students generalize universal aspects of child care and discuss how individual families meet children's needs. The teacher provides students with music to compose new lullabies.

Divide class into inner and outer circles, and have circles face one another. Students share a likeness and a difference with a partner facing them. Rotate inner circle and share again with new partner. The teacher encourages higher-level exchange (opinions and preferences) as the game progresses. The class discusses commonalities and diversity discovered among class members.

Source: *Understanding our cultural diversity,* 1983, pp. 4-5 (adapted with permission).

CONTENT-FOCUS ACTIVITIES AND GAMES

SPIN-OFF ON FOLK TALES ABOUT AFRICA, GRADES K-5

Introduction:

Folk tales are found in many different cultures. The content often reflects the environment or natural phenomena unique to the geography of a particular area, but the theme is often a common one, running through the history of humankind. This activity exposes children to one way in which the physical shape of a land mass could be explained through a type of "creation" myth.

Objectives:

To recognize the commonalities shared by all peoples
To understand how "creation" myths arose

Procedures:

1. Introduce folk tales by reminding students of some they may already know. Depending on grade level, you may want to spend some time discussing the types of folk tales known and classifying them with students.
2. Read an African folk tale (or a tale from another area) and determine its "type."
3. Invite students to participate in the creation of a folk tale.
4. Using the finished product, spin-off activities may include:
    a. drawing an outline of Africa
    b. locating the equator and determining approximate climatic regions
    c. writing similar "creation" myths for other continental land forms
    d. creating a folk tale about an everyday object, (e.g., "How a Dish Came to Be" or "How a Drinking Fountain Came to Be").

Source: Schubert, 1983, pp. 34-36 (adapted with permission).

GAMES FROM ZAMBIA, Grades K-3

Introduction:

Games are played in all cultures, and many appear to have a common model. These games are played together by children as a form of recreation, sometimes with adult participation.

Objectives:

To recognize world commonalities in forms of recreation
To enjoy language, rhythm, and movement activities

Procedure:

Note: When you are introducing games, especially in another language, you should follow certain steps:

1. Introduce rules, boundaries, and game procedures.
2. Introduce words/music. Have students repeat without movement activity.
3. Combine words and movement.
4. Play with the kids and HAVE FUN!

I. Kambuzi . . . ("Little Goat"–similar to "Duck, Duck, Goose")

Procedure:

1. Form a circle.
2. While a leader chants lines A, B, C, and D and others respond with "ME!," one child goes around the circle.
3. While the leader is chanting lines E and F, the child taps someone on the head and runs.
4. Once a child has been tapped, everyone says line G very fast, clapping until the child who was 'it' is seated.
5. Repeat.

Leader	Response
A. KAMBUZI KALIRA-LIRA	ME!
B. NDEPELO MUNANDI	ME!
C. O TWANGALA NAKWE	ME!
D. PEFYE KUSUKULU	ME!
E. MEE ME!	ME!
F. MEE ME!	ME!
G. KALIRA-LIRA, KALIRA-LIRA, etc.	ME!

II. Ichikonkoma:

Procedure:

1. Everyone sits in a circle.
2. Chant lines A-B.
3. On lines C and D, group jumps toward middle.
4. Leader chants line E and jumps back.
5. All chant line E.
6. Repeat lines C-F, jumping back and forth.
7. Return to beginning and repeat.

Leader	Response
A. MUGANDA YANDI MULELIRA ICHIKONKOMA	SACHA!
B. MUGANDA YANDI MULELIRA ICHIKONKOMA	SACHA!
C. ECHA MUSUMBI SACHA	
D. (in unison) EEEEE SACHA!	
E. ICHIKONKOMA SACHA	
F. (in unison) EEEEE SACHA!	

III. Kamlisha Kalambe:

Procedure: Play a regular game of tag and use this chant as an accompaniment.

KAMLISHA KALAMBE
KAMLISHA
HOO! HOO!

Source: Samoff, 1983, pp. 32-36 (adapted with permission).

THREADS FOR THE WEB OF INTERDEPENDENCE: THE NEED FOR STANDARDIZED MEASUREMENT, GRADES 4-8

Introduction:

In today's increasingly interdependent world, a system of standardized measurement has become a necessity as auto parts from Japan are assembled in Detroit to create a car to be sold in Ghana. Early people from all cultures used measurement only for rough comparisons, using whatever was available as a unit of reference. Though the instruments were not precise, the basic process of choosing a measuring unit and comparing it with the object being measured has not changed. This lesson explores the process of measurement and the reasons for a gradual standardization on a wider and wider basis.

Objectives:

To gain an understanding of the common bases for measurement in many cultures
To understand the process of measurement
To understand the need for standardized measurement
To gain an appreciation for the move toward the metric system in the United States

Procedures:

Day 1

1. Divide class into groups of six.
2. Give each group a set of identical objects to be measured. Ask each group to devise a means of measuring the objects, using only those things immediately available for reference.
3. Have a recorder in each group list each object and the standard by which it was measured.
4. Have groups share their results.
5. Discuss the results, using the following (or similar) questions as a guide:
   a. What did each group need to do in order to measure each object?
   b. Are there any similarities in the "measuring systems" groups devised?
   c Are there any differences?
   d. What would happen if Group A wanted to trade with Group B? Can you foresee any problems?
   e. If there are problems, what would have to be done in order to trade fairly with one another?
   f. Can you see any connection between the solution to the groups' problems and the move for the U.S. to convert to the metric system?
   g. What do you think is meant by the term "standardized measurement?"

Day 2

6. Discuss the early Swahili and English measuring systems and their evolution to the British Imperial system using the handout (see next page) or a visual representative of it. Finally, discuss the recent conversion to the metric system. Focus on the following:

a. the commonalities of the early systems (use of body parts)
b. the historical trends that moved standardization of each system in the same direction (colonization)
c. current economic interdependence that has moved each toward the metric system

7. Have students answer the following in short essay form:
   a. What is needed in order to measure?
   b. Describe the process of measuring.
   c. What is standardized measurement?
   d. Why is standardized measurement necessary?

Examples of Linear Measuring Systems

Early Measurements

SWAHILI (East Africa)

shibiri (shee-bee-ree) = from the tip of the thumb to the tip of the little finger
mkono (hum the 'm' without prolonging it) = distance from elbow to tip of extended middle finger (=2 shibiri)
pimi (peemee) = distance from middle finger tip to middle finger tip of extended arms (= 4 mkono)
futi (footee) = length of the human foot

ENGLISH

span = from the tip of the thumb to the tip of the little finger
cubit = the distance from the elbow to the tip of the extended middle finger
fathom = distance from middle finger tip to middle finger tip of extended arms
foot = length of the human foot
inch = distance from knuckle to tip of the thumb

Later Measurements (British Imperial)

SWAHILI	**ENGLISH**
yadi (yahdee)	yard
futi	foot
inchi (innchee)	inch
maili (mah-ee-lee)	mile
futikamba (footee cum-bah) (foot rope)	tape measure/yard stick

Today's Metric System

centimeter
decimeter
meter
hectometer
kilometer

Recommended background reading: *Africa Counts* by Claudia Zaslavsky; published by Prindle, Weber & Schmidt, Inc., Boston, 1973.

Source: *Understanding our cultural diversity,* 1983, pp. 37-39 (adapted with permission).

CROSS CULTURAL TEACHING ACTIVITIES AND GAMES FOR ELEMENTARY STUDENTS

Creative Writing and Geography

Foreign countries provide much provocative material to stimulate the imaginations of young students as they begin learning about these lands and their peoples. Encourage students to write on topics of this nature:

Write an adventure that includes you as a character as you travel in a foreign city.

What would you do if you suddenly found yourself in Africa? In Japan? In Mexico?

I would like to live in ______________ because . . .
If I could remake the world, I would . . .
My idea of Utopia would be . . .

Vocabulary and the News

Each week discuss words mounted on a display called WORDS IN THE NEWS. Encourage students to cut out and mount words, phrases, and sentences from the newspaper or make notes of language from television reports. Ask them to focus on foreign-sounding words and place names. Talk about the meanings of words used in context as well as the events to which the words are related.

Geography Relay

This relay is interesting and can involve many students. One student serves as the Leader and calls out names of locations—Peru, Kenya, Sweden, New Zealand—while team members take turns indicating the correct location. A scorekeeper keeps score on the chalkboard for all teams. As one team correctly locates the given place, the scorekeeper adds one point to that team's score. When a team member fails to locate the place within the time limit (60 seconds), the next team up may be given the same place to locate.

Oral Language Skills

Oral language is the foundation for all of learning, and unless our students can use language easily at the oral level, they will be unable to progress to reading and writing with any facility.

For most students, learning oral language is easier than working with written language. Thus, oral language strategies should be used to support reading and writing activities at all levels of instruction. Oral prewriting activities enable students to be more successful in their writing, and oral methods support work in other areas of the curriculum, such as social studies.

Advantages of oral study activities are that all students participate with interest, errors are corrected immediately, all students complete work together, no worksheets are prepared, and there are no exercises to correct later.

One of the best ways to focus on oral language with students is through the teaching of listening skills. because listening is, for the most part, an invisible act, we tend to take it for granted. We do not, for example, plan a listening curriculum as we do for the teaching of reading. Yet, we learn more through listening than we do through the written word. Talk with your students about the listening process and plan listening experiences for them. Many listening activities require only five or ten minutes, so they can be tucked into the schedule at odd moments.

Suggested by: Carmen V. Jordan, ESL Coordinator, Clark County Schools, P.O. Box 1701, Athens, GA 30603, 404-546-7721.

SECTION FOUR

MULTICULTURAL RESOURCES

4

This section provides a variety of resources that the classroom teacher may find helpful for classroom use or for professional development. Please note that some of the materials referenced contain a wealth of additional resources.

- **State-Level Initiatives Promoting Cultural Diversity**
- **Multicultural Resource Centers & Organizations**
    - State Departments of Education
    - Multicultural Resource Centers: An Annotated Listing
    - Additional Multicultural Resource Centers
- **Multicultural Books, Periodicals, and Catalogs: An Annotated Listing**
- **Curriculum Guides: An Annotated Listing**
- **Multicultural Training Programs**

STATE-LEVEL INITIATIVES PROMOTING CULTURAL DIVERSITY

Each of the states in the SERVE region (Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina) sponsors initiatives or produces materials related to multicultural education. The descriptions below are not meant to be all-inclusive or comprehensive; rather they are designed to provide a sampling of state efforts to promote multicultural teaching and learning. Please contact SERVE if you have additional information about these or other programs.

ALABAMA

Three-Part Series of Statewide Workshops to Assist School Districts with Limited English Proficient (LEP) Students. The Alabama Department of Education is conducting a series of three one-day workshops for school district personnel to better address the needs of limited English proficient students. Topics addressed include legal issues, student identification, intake, screening and placement, assessment, instruction, methodology, and teaching materials for working with LEP students.

Implementation of Two Title VII Programs. A Special Alternative Instructional Program is now in its second year in Mobile County. The program serves diverse language/ethnic groups. The second Title VII program is a Transitional Bilingual Education Program located in Blount County, serving children of Hispanic migrant workers.

For additional information about Alabama efforts contact:

Dr. A. J. Townsend
Coordinator, Bilingual Education
Alabama Department of Education
50 North Ripley Street
Montgomery, Alabama 36130
205-242-8199

FLORIDA

Multicultural Education Review Task Force. This Task Force was created in 1991 to examine public school curricula, instructional materials, library media centers, inservice training, counseling services, and extracurricular activities. The Task Force recommends ways to increase the effectiveness of services; eliminate bias in policies, practices, and materials; accomodate different learning styles; and make statutory changes to encourage multicultural education. For a copy of the Task Force report, contact Mrs. Altha Manning, Deputy Commissioner, Division of Human Resource Development, Florida Department of Education, Tallahassee, FL 32399; 904-488-6688.

Florida Consortium for Multilingual/Multicultural Education. Composed of school districts, community colleges, and public and private universities with institutional membership, the consortium provides resources and networking related to multicultural education issues. For additional information, contact Dr. Angelo Lupo-Anderson, Assistant Dean of the Faculties, 314 Westcott Building, Florida State University, Tallahassee, FL 32306; 904-644-6876.

Binational Linkage Institute Programs. These programs have produced a network of partnerships in Florida and abroad that address Florida's international, educational, commercial, and cultural needs. They offer classroom materials and educational and cultural exchange opportunities to schools, community colleges, and universities. Institutes have been formed with the following countries/regions: Brazil (904-392-0375), Canada (407-823-2079), the Caribbean (305-348-2894), China (904-474-2012), Costa Rica (904-644-1414), France (904-644-3727), Israel (305-760-5613), Japan (813-974-4090), (the former) USSR (407-823-2079), and West Africa (904-646-2600). For additional information, contact the respective Institutes.

1990 English for Speakers of Other Languages (ESOL) Agreement. Florida provides ESOL and other education programs and services for limited English proficient (LEP) students. Terms of the agreement include identification and assessment; access to appropriate programming and to appropriate categorical and other programming for LEP students; personnel qualification; appropriate coverage and endorsement/training for basic subject area courses; inservice training for appropriate personnel; monitoring; and outcome measures.

For more information on these and other Florida efforts, contact:

Quan Cao
Program Specialist
Office of Multicultural Student Language Education (OMSLE)
Florida Department of Education, Suite 544
Tallahassee, FL 32399
904-487-3509

GEORGIA

ESOL Laboratory Classes and International Student Centers in DeKalb County. DeKalb County has the largest language minority student population in Georgia. To meet the needs of the limited academic and language backgrounds of the students, the county developed ESOL Laboratory classes at Cross Keys High School. The county also developed an international student center at Chamblee High School. The center employs personnel who speak more than 10 languages, and who are able to assess incoming international students in their native languages; evaluate foreign students' transcripts; and provide information to parents on topics as diverse as school bus routes, discipline policies, and immunization requirements. Additionally, students who are non-English proficient are provided intensive survival ESL training before being placed in neighborhood schools for continuing ESOL services.

International Newcomer Center in Gwinnett County. Gwinnett County's International Newcomer Center is housed at Meadowcreek High School where a "sheltered immersion" instruction method is in place. The students learning English are in ESOL instruction and are also scheduled for sheltered instruction in the content areas of social studies and science. In these subjects, specially trained teachers use appropriate teaching strategies to teach the high school content. This strategy is the result of close coordination between the content area teachers and the ESOL teacher, and strong support from the principal and local administration. It also extends to other parts of the school curriculum such as the offering of an international music course to all students, and the inclusion of foreign students (forty percent of the school population) in training for student mediation.

Family Literacy Project in Clayton County. Clayton County, in conjunction with the Georgia State University Center for Adult Literacy and Georgia Mutual Assistance Association Consortium, is working on a family literacy project to provide families with language instruction two evenings per week. For the parents, the language instruction focuses on issues related to their participation with their children in school, such as how to read a report card, the importance of extra-curricular activities, and the offerings of a high school vocational education program. For the school-age students, language instruction focuses on academic areas.

For additional information on Georgia efforts, contact:

Beth Arnow
Coordinator, Migrant and ESOL Programs
Twin Towers East-1958
Atlanta, GA 30334
404-656-4995

MISSISSIPPI

Annual Bilingual Education/National Origin Regional Conference. Currently in its seventh year, the annual conference offers participants an opportunity to focus on current ESL issues, including assessment, methodology, special education, and regulations.

Summer Courses Leading to State ESL Endorsement. The Mississippi Department of Education, in collaboration with the University of Southern Mississippi, offers an intensive, two-week course which can lead to state ESL endorsement. This educational opportunity is offered without charge to a limited number of educators each year.

Two National Origin Resource Libraries. Established by the Mississippi Department of Education, these resource libraries provide resources and materials to teachers, administrators, parents, community members, amd others on a library "loan" basis. Instructional materials encompass 12 educational categories, including teacher training, vocabulary, culture, and assessment. The materials are available in various formats: books, kits, cassette tapes, computer software, language masters, and videotapes. Materials are available for various ability levels and for all age levels. Annotated catalogs are available for each library.

A Handbook of Educational Services for Limited English Proficient Students. The Mississippi Department of Education is compiling a handbook of educational services to assist districts in meeting the needs of their limited English proficient students. Topics to be addressed in the publication include the following: Chapter 1 and Chapter 2 funding, migrant education, vocational education, special education, statewide testing, accreditation, legal requirements, and certification.

For more information about Mississippi efforts, contact:

Debra L. Meibaum
Educational Equity Division Director
Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205
601-359-6590
FAX 601-359-6795

NORTH CAROLINA

Session at State DOE Awareness Conference to Address Cultural Diversity. A session at the State Awareness Conference has been designed to sensitize all North Carolina Department of Public Instruction administrators and select teachers to multicultural/multilingual diversity. Students in North Carolina public schools currently represent 96 cultures and 67 different languages.

Annual Statewide Bilingual/ESL Workshops for School Program Personnel and Classroom Teachers. A minimum of two workshops are held each year to assist program personnel and classroom teachers throughout North Carolina with curriculum and program development for multilingual and multicultural students. Emphasis is placed on identification and assessment of students, increasing effectiveness in teaching and counseling, designing entry and exit criteria, portfolio and alternative assessments, program evaluation, legislation, and grant writing.

Collaborative Student Data Collection System. Department of Public Instruction personnel responsible for collection of student data have collaborated to develop a matrix system to avoid duplication in collecting data on special populations. This effort is aimed at better serving all special populations including national origin minority students.

Statewide Guidelines for Testing LEP Students. A joint committee composed of the Department of Public Instruction divisions of State Testing and Second Language Studies, local school district supervisors, and teachers are developing guidelines to assist district personnel in determining the readiness of students to participate in required state testing. The committee is reviewing instruments that address the proficiency levels of reading, writing, listening, and speaking skills for LEP students. Guidelines are expected to be developed in which provisions are made to determine when LEP students have attained a language proficiency level adequate for taking and passing state required examinations.

For more information about North Carolina efforts, contact:

L. Gerard Toussaint
Consultant, Second Language Studies
North Carolina Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601-2825
919-715-1800

SOUTH CAROLINA

Report on the State of the State. This report provides detailed information on the limited English proficient student population in South Carolina as gathered from the data collection survey of 1990-91 and 1991-92.

Guidelines for Teachers and Administrators in South Carolina working with Limited English Proficient Students. These handouts offer instructional and administrative guidance to school districts to improve their educational programs for LEP students. Much of the information is written by South Carolina teachers for South Carolina teachers and administrators.

ESL Teacher Education Initiative. The South Carolina Department of Education is initiating the development of training programs for teachers of LEP students in South Carolina. This process will be coordinated with IHEs, professional organizations (such as Carolina TESOL), the Southeast Regional Multifunctional Resource Center, the Evaluation Assistance Center-East, and local school districts in order to improve the quality of teaching English as a Second Language in South Carolina schools.

Summer Migrant Program. In collaboration with content-area curriculum consultants and the Migrant Program Office, the ESL/Bilingual Consultant is working to improve the training of teachers to meet the educational needs of students in the Summer Migrant Program.

Multicultural Resource Library. This library, housed in the ESL/Bilingual office, provides materials and resouces to educators interested in ESL/Bilingual instructional materials international awareness. A resource manual contains an annotated bibliography explaining what resources are housed in this library. Inservice training in the use of these materials are available in the office on an appointment basis.

For more information about South Carolina efforts, contact:

Jacqui Asbury
ESL/Bilingual Consultant
South Carolina Department of Education
513 Rutledge Building
1429 Senate Street
Columbia, SC 29201
803-734-8219

MULTICULTURAL RESOURCE CENTERS & ORGANIZATIONS

STATE DEPARTMENTS OF EDUCATION

ALABAMA
Alabama Dept. of Education
50 N. Ripley Street
5336 Gordon Persons Bldg.
Montgomery, AL 36130-3901
Ms. Alice Glover, Coordinator, BE
205-242-8210

ALASKA
Alaska Dept. of Education
Education Program Support
P.O. Box F, Juneau, AK 99811-0500
Mr. Mike Travis, Coordinator
907-465-2970

ARIZONA
Arizona Dept. of Education
Bilingual Office
1535 West Jefferson, Phoenix, AZ 85007
Ms. Verma M. Pastor, Director, BE
602-452-3204

ARKANSAS
Arkansas State Dept. of Education
Education Building 405-B
4 Capitol Mall
Little, Rock, AR 72201-1071
Ms. Susan Grier, Specialist
Foreign Languages
501-682-4398

CALIFORNIA
California State Dept. of Education
Office of Bilingual/Bicultural Education
721 Capitol Mall
Sacramento, CA 95814
Mr. Leo Lopez, Director
916-445-2872

COLORADO
Colorado Dept. of Education
Office of Federal/State Programs
201 East Colfax
Denver, CO 80203
Mr. Michael J. Gaddis, Senior Consultant
303-866-6774

CONNECTICUT
Connecticut State Board of Education
School and Program Development
25 Industrial Park Road
Middletown, CT 06457

DELAWARE
Delaware Dept. of Public Instruction
P.O. Box 1402
Dover, DE 19903
Ms. Rebecca H. Scarborough,
Supervisor, Foreign Languages
302-739-4887

DISTRICT OF COLUMBIA
D.C. Public Schools, Gordon Center
35th and T Streets, NW
Washington, D.C. 20007
Mr. Marcelo Fernandez, Director, BE
202-282-0173

FLORIDA
Florida Dept. of Education
325 West Gaines Street, Suite 754
Tallahassee, FL 32399-0400
Mr. Quan Cao, Coordinator, BE/ESL
904-487-3510

GEORGIA
Georgia State Board of Education
State Office Building
Atlanta, GA 30334
Ms. Beth Arnow, Consultant, Migrant/ESL
405-656-4995

HAWAII
Hawaii State Dept. of Education
189 Lunalilo Home Road, 2nd Floor
Honolulu, HI 96825
Ms. Josephine Pablo, Director, Title VII
808-396-2522

IDAHO
Idaho State Dept. of Education
650 W. State Street
Boise, ID 83720
Ms. Anita Brunner, Consultant
208-334-2195

ILLINOIS
Illinois State Board of Education
Bilingual Education Center
100 West Randalph, Suite 14-300
Chicago, IL 60601
Mr. Xavier Botana, Coordinator, Title VII
312-814-3850

INDIANA
Indiana Dept. of Public Instruction
Division of Language Minority/
Migrant Program - Room 229
State House
Indianapolis, IN 46204-2798
Mr. Tim Boals, Director
317-232-0555

IOWA
Iowa Dept. of Education
Grimes State Office Building
Des Moines, IA 50319-0146
Mr. Dan Chavez, Coordinator, BE/Alternative Program.
515-281-3805

KANSAS
Kansas State Dept. of Education
120 East 10th Street
Topeka, KS 66612-1103
Mr. Ken Erickson
Education Program Specialist
913-296-6066

KENTUCKY
Kentucky Dept. of Education
Bureau of Instruction
Capital Plaza Tower, 18th Floor
Frankfort, KY 40601
Mr. Anthony Koester, Director
502-565-2672

LOUISIANA
Louisiana State Dept. of Education
Foreign Languages & Bilingual Ed.
P.O. Box 94064
Baton Rouge, LA 70804-9064
Ms. Earline Buckley, Director, Title VII
504-342-3454

MAINE
Maine Dept. of Education & Cultural Services
State House Station #23
Augusta, ME 04333
Dr. Barney Berube, Director
Fed. Projects for Minority Languages
207-289-5980

MARYLAND
Maryland State Dept. of Education
Division of Instruction
200 W. Baltimore Street
Baltimore, MD 21201
Mr. Jay Levy, Specialist in Second Language Learning
301-333-2312

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STATE DEPARTMENTS OF EDUCATION *continued . . .*

MASSACHUSETTS
Massachusetts Dept. of Education
Bureau of Education and Language
Services
1385 Hancock Street
Quincy, MA 02169
Ms. Margaret Davis, Director
617-770-7546

MICHIGAN
Michigan Dept. of Education
Bilingual/Migrant Education Programs
P.O. Box 30008
Lansing, MI 48909
Dr. Miguel Ruiz, Chief
Bilingual/Migrant Education
517-373-6066

MINNESOTA
Minnesota Dept. of Education
Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
Ms. Jessie Montano, Director, BE
612-296-1060

MISSISSIPPI
Mississippi State Dept. of Education
P.O. Box 771
Jackson, MS 39205
601-359-3498

MISSOURI
Missouri State Dept. of Education
P.O. Box 771
Jackson, MS 39205
Ms. Debra L. Meibaum, Coordinator
314-751-8281

MONTANA
Montana Office of Public Instruction
State Capitol
Helena, MT 59620
Ms. Angela Branz-Spall, Coordinator
406-444-4425

NEBRASKA
Nebraska State Dept. of Education
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
Ms. Nancy Rowch, Director
402-471-2477

NEVADA
Nevada Dept. of Education
400 West King Street
Capitol Complex
Carson City, NV 89710
Mr. Michael la Torre, Coordinator, BE
702-885-3136

NEW HAMPSHIRE
New Hampshire State Dept. of
Education
Office Park South
101 Pleasant Street
Concord, NH 03301
Dr. Robert Fournier, Curriculum
Supervisor, Foreign Languages/BE
603-271-2632

NEW JERSEY
New Jersey Dept. of Education
Bureau of Bilingual Education
CN 500
225 West State Street
Trenton, NJ 08625
Ms. Iliana Okum,
Education Specialist
609-292-8777

NEW MEXICO
New Mexico Dept. of Education
Learning Services Division
Education Building
Santa Fe, NM 87501-2786
Ms. Mary Jean Habermann,
Director, BE
505-827-6667

NEW YORK
New York State Education Dept.
Bureau of Bilingual Education
Washington Avenue
Albany, NY 12234
Ms. Carmen Perez Hogan,
Chief
518-474-8775

NORTH CAROLINA
North Carolina Dept. of Public
Instruction
Division of Second Language Studies
301 N. Wilmington St.
Raleigh, NC 27601-2825
Mr. L. Gerard Toussaint, Consultant
919-715-1800

NORTH DAKOTA
North Dakota Dept. of Public Instruction
State Capitol Building - 9th Floor
Bismark, ND 58505-0440
Ms. Mari Rasmussen
Coordinator, Title VII
701-224-2958

OHIO
Ohio Dept. of Education
SEA/Lau Center - Room 416
65 South Front Street
Columbus, OH 43266-0308
Mr. Casimiro T. Martinez, Consultant
614-644-8850

OKLAHOMA
Oklahoma State Dept. of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105-4599
Ms. Cheryl Huffman,
Coordinator, BE
405-521-3196

OREGON
Oregon Dept. of Education
Division of General Education
700 Pringle Parkway SE
Salem, OR 97310
Mr. William G. Fuller,
Superintendent
503-373-7123

PENNSYLVANIA
Pennsylvania Dept. of Education
Bureau of Curriculum Instruction 333
Market Street
Harrisburg, PA 17126-0333
Ms. Myrna M. Delgado,
Coordinator, BE
717-783-6649

RHODE ISLAND
Rhode Island Dept. of Elementary &
Secondary Education
22 Hayes Street - Room 305
Roger Williams Building
Providence, RI 02908
Ms. Virginia Da Mota, LEP Unit
Manager
401-277-3037

SOUTH CAROLINA
South Carolina Dept. of Education
1429 Senate Street
Rutledge Building - Room 801
Columbia, SC 29201
Ms. Jacqui Asbury, Consultant, BE
803-734-8366

SOUTH DAKOTA
South Dakota Dept. of Education
Cultural Affair

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STATE DEPARTMENTS OF EDUCATION *continued . . .*

Division of Education
700 Governors Drive
Pierre, SD 57501-2291
Ms. Patricia Stewart, EEO Director
605-773-4257

TENNESSEE
Tennessee Dept. of Education
Cordell Hull Building - 4th Floor N
Nashville, TN 37243-0379
Ms. Diamond Orlando, Director, BE
615-741-0874
TEXAS
Texas Education Agency
Division of Special Programs
1701 North Congress Avenue
Austin, TX 78701
Mr. Frank Contreras, Director
512-463-9067

UTAH
Utah State Office of Education
250 East 500 South
Salt Lake City, UT 84111
Mr. Wilfred Numkena, Director
801-538-7645

VERMONT
Vermont Dept. of Education
Rural Ed. Center, 500 Dorset Street
South Burlington, VT 05403
Mr. Gerard Robinson, Director
802-658-6342

VIRGINIA
Virginia Dept. of Education
P.O. Box 6-Q
Richmond, VA 23216
Mr. David Cox, Associate Director
ESL/Foreign Languages/BE
804-225-2055

WASHINGTON
Office of Public Instruction
BE Section
Old Capitol Building - FG-11
Olympia, WA 98504
Mr. Raul la Rosa, Program Specialist,
BE
206-753-1031

WEST VIRGINIA
West Virginia Dept. of Education
Capitol Complex
Building 6 - Room B330
Charleston, WV 25305
Ms. Deborah Brown, Coordinator
304-348-7805

WISCONSIN
Wisconsin Dept. of Public Instruction
Instructional Services
P.O. Box 7841
125 South Webster Street
Madison, WI 53707
Dr. Myrna Toney, Chief
Special Needs Section
608-267-9234

WYOMING
Wyoming Dept. of Education
Accreditation/General Program Unit
Hathaway Building
Cheyenne, WY 82002
Dr. Paul Sownokil, Coordinator
307-777-6808

Source: Federal Office of Bilingual Education and Minority Language Affairs (OBEMLA), U.S. Department of Education, Washington, D.C.

MULTICULTURAL RESOURCE CENTERS: AN ANNOTATED LISTING

Arrowhead Mills, Inc., a natural foods manufacturer, offers a free copy of the leaflet *The Native Americans,* which includes recipes used by American Indians. Contact: AMI, Recipes, P. O. Box 2059, Hereford, TX 79045; 806-364-0730.

Associated Publishers offers 16 different Black History Month kits for K-12 students. Also available is a catalog of books, pictures, lesson plans, and pamphlets. Contact: AP, 1407 - 14th St., NW, Washington, DC 20005; 202-265-1441.

Board of Jewish Education of Greater Washington offers a series of year-round language arts lesson plans for grades K-6 on Jewish contributions to American society. The kit includes five exercises for each grade level that are suitable for copying. Contact: Rabbi Mark Levine, BJEGW, 11710 Hunters Lane, Rockville, MD 20852; 301-984-4455.

Center for Southeast Asian Studies offers K-6 teachers several free pamphlets, including *Children's Games from Southeast Asia, A Laotian Folktale, Malaysian Proverbs, Philippine Riddles,* and *Independence and Government: A Chronology of Some Key Events in Southeast Asia*. Also available are maps of Laos and Vietnam and pamphlets with ideas for oriental craft projects. Send one self-addressed, stamped envelope for every two items requested to: CSAS, Peggy Choy, Room 4115, Helen C. White Hall, 600 N. Park St., University of Wisconsin, Madison, WI 53706; 608-263-1755.

Council on Interracial Books for Children is a nonprofit organization that promotes anti-racist children's literature and teaching materials. A catalog of filmstrips, lesson plans, curricula, books, and pamphlets is available free of charge. Materials include a high-school curricular package, *What is Racism? A Historical Analysis*, that covers the history of European colonial conquests, slavery, and imperialism from the view of people of color and an elementary-level filmstrip, "The Secret of Goodasme," with lesson plans in which space creatures convince children that stereotypes are untrue and harmful. The council also offers *Guidelines for Selecting Bias-Free Textbooks and Storybooks, 1980*, as well as awareness-increasing articles and reviews in their *Interracial Books for Children Bulletin*. Contact: CIBC, 1841 Broadway, New York, NY.

Kindergarten Integrated Thematic Experiences, a success-oriented program integrates the entire classroom day through developmentally appropriate thematic units emphasizing language, cognitive, physical, and social development. The program has been used successfully with migrant, special education, bilingual, and ESL students in primary grades. Contact: KITE, Sunshine Gardens School, 1200 Miller Avenue, S. San Francisco, CA 94080; 415-588-8082.

Museum of Afro-American History offers *The African Meeting House in Boston: A Sourcebook*. The 228-page illustrated text features facts about Boston's free African community during the antebellum period, biographical profiles of abolitionists, and copies of abolitionist documents and speeches. Contact: MAAH, 46 Joy St., Boston, MA 02114; 617-742-1854.

ADDITIONAL MULTICULTURAL RESOURCE CENTERS

The Balch Institute for Ethnic Studies
18 South 7th Street
Philadelphia, PA 19106

Bureau of Indian Affairs
Office of Indian Education Programs
1849 C Street, NW
Mail Stop 3530
Washington, DC 20240
202-208-6123

Center for Information Dissemination on Africa
P. O. Box 1258
Rockville, MD 20849-1258
301-294-0515

Center for Teaching International Relations (CTIR)
University of Denver
Denver, CO 80210
303-753-3106 or 303-753-2426

Cities In Schools, Inc.
401 Wythe Street
Suite 200
Alexandria, VA 22314-1963
703-519-8999

Emergency Immigrant Education
Mary E. Switzer Bldg.
Room 508
6400 Maryland Ave., SW
Washington, DC 20202
202-732-5708

Global Perspectives in Education, Inc. (GPE)
218 East 18th Street
New York, New York 10002
212-475-0850

Multicultural Education Training Advocacy, Inc.
524 Union Street
San Francisco, CA 94133
415-398-1977

Multifunctional Resource Center
Florida Atlantic University
College of Education
P. O. Box 3091
Boca Raton, FL 33431-0991
407-367-3002 or
800-FAU-MRCO

The Music Educators National Conference
1902 Association Drive
Reston, VA 22091
703-860-4000

National Association for Bilingual Education (NABE)
Union Center Plaza
810 First Street, NE
Third Floor
Washington, DC 20002-4205

National Association for the Education of Young Children
1834 Connecticut Ave., NW
Washington, DC 20009-5786

National Clearinghouse for Bilingual Education
1118 22nd St., NW
Washington, DC 20037
202-467-0867 or 800-321-6223

Office of Refugee Resettlement
ORR-Family Support Administration
370 L'Enfant Promendade SW
Sixth Floor
Washington, DC 20447
202-401-4618

Respecting Ethnic and Cultural Heritage (REACH)
180 Nickerson Street, Suite 202
Arlington, WA 98109
206-284-8584

Stanford Program on International and Cross-Cultural Education (SPICE)
Littlefield Center, Room 14
Stanford University
300 Lasven Street
Stanford, CA 94305
415-723-1114
FAX 415-723-6784

Teachers of English to Speakers of Other Languages (TESOL)
1600 Cameron St., Suite 300
Alexandria, VA 22314
703-836-0774

World Affairs Council (WAC)
Schools Program
312 Sutter Street
San Francisco, California 94108
415-982-2541

MULTICULTURAL BOOKS, PERIODICALS, AND CATALOGS: AN ANNOTATED LISTING

Anti-bias curriculum: Tools for empowering young children, by Louise Derman-Sparks. Washington, DC, National Association for the Education of Young Children, 1834 Connecticut Avenue, NW, Washington, DC 20009-5786.

Catalog of curriculum materials: Spring/Summer 1991. SPICE, Stanford Program on International and Cross-Cultural Education. Contact: Littlefield Center, Room 14, 300 Lasuen Street, Stanford University, Stanford, CA 94305-5013; 415-723-1114.

Chaselle, Inc., offers a free catalog of multicultural teaching aids, arts and crafts, music, games, and literature for grades K-8. Contact: Chaselle, Inc., Department MC, 9645 Gerwig Lane, Columbia, MD, 21046-1503; 800-242-7355.

Children of promise, by Shirley Heath and Leslie Mangiola, 1991. The publication addresses the literacy education needs of our nation's culturally and linguistically diverse students. A new perspective is presented on students who are often labeled "at-risk," suggesting that they are actually "children of promise." Practical ideas for classroom teachers to develop activities that can help all students achieve their full potential are included. Contact: National Center for the Study of Writing and Literacy, School of Education, University of California, Berkeley, CA 94720.

Children's Book Press offers a free catalog of multicultural and bilingual picture books for children ages 4-12. Contact: CBP, 6400 Hollis Street, Suite 4, Emeryville, CA 94608; 415-655-3395.

Cross-cultural communication: An essential dimension of effective education, by Orlando Taylor, 1987. This 41-page booklet presents a variety of strategies to reduce the language of prejudice and cultural misunderstanding. Contact the Mid-Atlantic Equity Center, 5010 Wisconsin Avenue, NW, 310, Washington, DC 20016; 202-885-8536.

Cultural diversity: In the United States and around the world is a catalog listing books reflecting American ethnic groups, multicultural publications using a multicultural approach, and a world view. Contact William Morrow and Company, 39 Plymouth Street, Fairfield, NJ, 07007; 800-843-9389.

Cultural pride curriculum unit, by A.C. Matiella. This publication is the core unit of the "Latino Family Life Education Curriculum Series" and focuses on Latino history and customs to help Latino youth, grades 5-8, develop cultural pride and self-esteem. Contact Network Publications, P. O. Box 1830, Santa Cruz, CA 95061.

Diversity in the classroom: A multicultural approach to the education of young children, by F.E. Kendall, *1983* provides both theoretical background and a wealth of practical suggestions for developing a multicultural classroom environment for young children. Contact Teachers College Press, New York.

How to do it in the social studies classroom: Reducing prejudice in the classroom, Series 4, Number 2, is a short pamphlet with lesson plans developed by the National Council on the Social Studies, 3501 Newark Street, N.W., Washington, DC, 20016.

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Indian nations at risk: Listening to the people, by Patricia Cahape and Craig Howlez (eds.), published by the ERIC Clearinghouse on Rural Education and Small Schools. The final report of the Indian Nations at Risk Task Force, offers a series of recommendations for improving Native American education. Essays address tribal colleges, adult education, incorporating native languages and cultures into the curriculum, dropout prevent strategies, and other subjects. To obtain a copy, write or call the U.S. Dept. of Ed., 400 Maryland Ave., SW, Rm 4049, Wash., DC 20202-4110 (202) 401-3132.

MacMillan Publishing offers a free list of multicultural books for K-12 students. Contact: Dorothy Millhofer, Macmillan Publishing, 866 Third Ave., New York, NY, 212-702-2000.

Manual for multicultural education, Second edition, by Harry Ferguson. A complete guide to the introduction of multicultural education into a school system, this manual has been extensively revised and updated, including an expanded resource section and bibliography. It is presently being used in over seven hundred school districts and teacher training institutions around the country. Ferguson provides an in-depth discussion of the foundations of multicultural education and the nature of the cultural learning process, followed by a "how-to" guide for faculty training, curriculum development, materials design, and program evaluation. Contact: Intercultural Press, P. O. Box 700, Yarmouth, ME 04096, 207-846-5168.

"Moving toward a global perspective: Social studies and second languages," by Margaret Pusch, (ed.). Eight interdisciplinary lessons to increase the ability of students or teachers to empathize and develop constructive attitudes toward diversity, change, and conflict. Published in *Intercom*, September 1983, pp. 3-40.

Multicultural education: A cross-cultural training approach, by Margaret Pusch, (ed.), is a practical, comprehensive manual which applies the experiential learning methods of cross-cultural training to the training of teachers in multicultural education and to the implementation of multicultural education in the classroom. It includes chapters on definitions of terms, intercultural communication and the psychology of cross-cultural experience, multicultural education in the U.S., multicultural curriculum, training for teacher competencies, lessons and strategies for classroom use, evaluation techniques, and an annotated bibliography and resource guide. The chapter on training techniques, categorized by topic, is especially useful. Contact: Intercultural Press, P. O. Box 700, Yarmouth, ME 04096, 207-846-5168.

Multicultural education: Issues and perspectives, by James Banks, 1989, provides excellent background materials for planning quality integrated education. Published by Prentice Hall/Allyn & Bacon.

Multicultural teaching: A handbook of activities, information & resources, by Pamela and Ins Tiedt. Published by Allyn and Bacon, Inc., Boston, this document gives specific strategies for multi-cultural teaching and explores the teacher's role in developing positive self-concepts.

Multicultural explorations, by Teacher Ideas Press, 1991, is a book of multicultural lesson plans for teachers of grades K-6. Teacher Ideas Press also offers ***Cooking Up U.S. History***, 1991, a book for grades K-6 that includes recipes used in different historical periods and an extensive multicultural bibliography. Contact TIP, Libraries Unlimited, Box 3988, Englewood, CO 80155-3988; 800-237-6124.

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Multicultural perspectives in music education for the music educators national conference, by William Anderson and Patricia Shehan Campbell (eds.), 1989. This 334-page document presents a wealth of lessons dealing with a number of cultures. Contact the editors at 1902 Association Drive, Reston, VA 22091; 703-860-4000.

Native education directory: Organizations and resources for educators of native peoples of the United States and territories , published by the ERIC Clearinghouse on Rural Education and Small Schools, 1993. This document includes contact information and program descriptions for over 400 centers, clearinghouses, and other organizations which work with American Indians. Cost $12. Contact AEL, P.O. Box 1348, Charleston, WV 25325.

One heart, many nations. This 30-minute videotape (1992) focuses on Native American education improvement. It features the 1992 White House Conference on Indian Education, offers strategies for Native American Education improvement, and includes footage highlighting several exemplary programs. To order, call 800-531-9889.

Practical application of research in foreign language teaching, edited by Charles J. James, 1983 discusses research on the use of new media technology to teach culture in the foreign language classroom. Contact the American Council on the Teaching of Foreign Languages 1983. Lincolnwood, IL: National Textbook Co.

Resource guide for working with limited English proficient students, by Carmen Jordan, 1990. Compiled for Clarke County School District ESL Program, Athens, GA. The resource guide offers the classroom teacher instructional techniques and strategies for working with the limited English proficient student within a regular classroom environment. The guide specifically addresses some broad cultural characteristics in Asian and Hispanic cultures. For more information contact: Ms. Carmen Jordan, ESOL Coordinator, Clarke County School District, P. O. Box 1708, Athens, GA 30603; 404-546-7721.

Resource guide: Hispanic heritage, by the United Teachers of Dade, 1991 is part of a series of multicultural resource guides for educators, from the United Teachers of Dade. Contact: Dade County, Florida, Teachers' Union, 2929 SW 3rd Avenue, Miami, FL 33129.

Selecting materials for and about Hispanic and East Asian children and young people, by Patricia F. Beilke, and Frank J. Sciara, 1986. Provides background information and identifies bibliographic sources to aid library media specialists. Published by the Library Professional Publication.

Teaching and learning in a diverse world: Multicultural education for young children, by P. G. Ramsey, 1986. This book explores how early childhood education can help minimize prejudice. Published by Teachers College Press.

Teaching ideas about other cultures: Africa, Latin America, Western Europe, by Doyle Casteel and Charles Guthrie, 1989. The workbook contains cross-cultural instructional exercises. Published by the University of Florida.

Teaching language minority students in the multicultural classroom, by Robin Scarcella, 1989. The book offers background information on language minority students and strategies for content-area teachers to consider when working with students and their parents. Published by Prentice Hall Regents.

CURRICULUM GUIDES: AN ANNOTATED LISTING

McCloskey, Mary Lou, ed. ***Turn on units: English as a second language content area curriculum in math, science and computer science for grades K-6.*** Athens, GA: Georgia State University, Department of Early Childhood Education.

This curriculum guide was written to serve two purposes: (1) provide communicative teaching units that teachers can immediately use to teach both content area and language objectives; and (2) provide teachers with a model for planning curricular activities which meet both the specific content area and specific language needs of their students. After using these units, teachers will be able to use the model and their own materials to construct additional units of their own to serve these purposes. The materials are intended for the use of both elementary teachers of English as a second language and for regular classroom teachers who have students in their classrooms who are learning English as a second language.

Enright, D. S. and McCloskey, M. L. ***From balloons to bubbles to banana bread: The Garden Hills International Summer School curriculum guide***, Vol. I. Atlanta, GA: The Garden Hills International Summer School, 1984.

The curriculum guide was developed in conjunction with the Garden Hills International Summer School in Atlanta, Georgia. The school's major objective was to provide oral English language instruction to children learning English as a second language, while providing a wide variety of multicultural enrichment activities for all children enrolled in the school.

The following curriculum guide was also developed with Garden Hills International Summer School:

McCloskey, M. L. and Enright, D. S. ***From rainbows to rhythms to runaway cookies: The Garden Hills International Summer School curriculum guide***, Vol. III. Atlanta, GA: The Garden Hills International Summer School, 1985.

Each activity in the guides includes a description of the materials and procedures of the activity, as well as a list of the language components and communication "opportunities" which were part of it. For more information about all three publications, contact: Dr. Beth Arnow, Migrant and ESOL Programs, 1958 Twin Towers East, Atlanta, GA 30334; 404-656-4995.

Moore, Connie, and Broussard, Peggy. ***Transitional bilingual education elementary curriculum guide.*** MS: Harrison County, 1987-1992.

A user-friendly curriculum guide developed through a Title VII Transitional ESL/Bilingual grant, the guide is designed to be used by teachers and paraprofessionals. Curriculum objectives, processes for implementation, and relevant resources and materials are presented.

Galloway, Linda, and Fields, Janice. ***Activities for writing across the curriculum***. MS: Biloxi, 1991.

Developed under Title VII-TBE funding, the document contains selected writing activities designed to assist teachers in encouraging students to write in various disciplines. Activities are designed to motivate the student with limited English proficiency, the student with average ability, and the advanced student.

For additional information about both publications contact: Jude Lupinetti, Director, Elementary and Bilingual Education, Biloxi Public Schools, 168 St. Peter's Avenue, Biloxi, Mississippi 39530; 601-374-1810.

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Phi Delta Kappa, P. O. Box 789, Bloomington, IN 47402-0789, has published three *Fastbacks* on multicultural education: James Bank's ***Multiethnic education: Practices and promises, #87,*** 1977; Ricardo L. Garcia's ***Fostering a pluralistic society through multi-ethnic education, #107,*** 1978, and ***Education for cultural pluralism: Global roots stew, #59,*** 1981.

Multicultural education: Commitment, issues, and applications, edited by Carl A. Grant for the Multicultural Education Commission of the Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314, 1977. This includes a position statement on multicultural education, varying views of the concept, and suggestions for instructional activities.

The videotape ***Anti-Bias Curriculum*** offers teachers a practical approach to helping young children ages 2-6 achieve a nonbiased world view. The videotape introduces a new approach for integrating education about diversity into early childhood classrooms. It shows how to help young children develop positive self-concepts and attitudes about gender, race, ethnicity, and disabilities and how to help children develop critical thinking and other skills for challenging bias. The videotape also includes steps for getting an anti-bias curriculum started. To order the videotape, contact: Pacific Oaks Extension Services, 714 West California Blvd., Pasadena, CA 91105; 818-397-1375. The videotape is based on the book, ***Anti-Bias Curriculum: Tools for Empowering Young Children,*** by Louise Derman-Sparks and the Anti-Bias Curriculum (ABC) Task Force and published by the National Association for the Education of Young Children (NAEYC), 1989. The book is available from NAEYC, 1834 Connecticut Ave., NW, Washington, D.C., 20009-2786; 800-424-2460.

Anderson, William M. and Campbell, Patricia S. (Ed.). ***Multicultural perspectives in music education.*** Reston, VA: Music Educators National Conference, 1989. This is a pragmatic approach to teaching world music traditions in upper elementary through high school classes. Included are an annotated resource list and ideas for integrating multicultural music study with other subjects. For additional information contact: The Music Educators National Conference, 1902 Association Drive, Reston, VA 22091; 703-860-4000.

Anderson, William M. ***Teaching music with a multicultural approach.*** Reston, VA: Music Educators National Conference, 1991. The book, along with a series of videotapes, is designed to help teachers bring a multicultural American perspective into the classroom. Music of African-Americans, American Indians, Asian-Americans, and Hispanic-Americans is presented. Strategies and lesson plans that incorporate the music of the four cultural areas are included. For additional information contact: The Music Educators National Conference, 1902 Association Drive, Reston, VA 22091; 703-860-4000.

The Dade County Office of Elementary and Secondary Education has produced a curriculum guide for infusion of multicultural instruction into the regular school curriculum. ***Multicultural Education: Objectives and Activities*** offers resources, lessons, and activities in the areas of art, language arts, music, science, and social studies. For more information contact: Gloria McPhee, Director, Exceptional Student Education/Federal Programs, Region 1 Office, Dade County Public Schools, Miami FL 33132; 305-687-6565.

MULTICULTURAL TRAINING PROGRAMS

"Being fair and being free: A human relations program for the secondary school." New York: The Anti-Defamation League of B'nai B'rith, 1977.

Dade County Schools' ***The learning through the arts trunk curriculum: A multicultural education program*** is designed to promote cultural awareness, pride in a student's own heritage and awareness, and appreciation for the cultural heritage of others using the arts as a vehicle for interdisciplinary instruction. Students can develop global awareness, enhance self-esteem, and learn critical thinking skills, while enriching their own knowledge of basic skills, social studies, and the arts. The program provides demonstrations and faculty inservice workshops for individual classrooms, by grade level, or through school-wide programs. The program focuses on hands-on experiences using "trunk" materials, such as artifacts, costumes, music, art, videos, maps, posters, and ceremonial objects representing the cultures. Contact: Carol Wiener, Facilitator, The Learning Through the Arts Trunk Curriculum, Dade County Public Schools, School Board Administration Building, Room 523, 1450 Northeast Second Avenue, Miami, FL 33132; 305-995-1595 or 995-1912.

Facing history and ourselves is a National Diffusion Network program to provide moral education targeting hatred, prejudice, racism, and indifference through the study of the Nazi Holocaust and the Armenian Genocide. The program uses the methods of the humanities—inquiry, analysis, and interpretation—to help students take into account multiple perspectives. Contact: Facing History and Ourselves National Foundation, Inc., 25 Kennard Road, Brookline, MA 02146; 612-232-1595.

Americans All has developed **National Multicultural Education Programs** for grades 3, 5, 8, and 11. The programs include posters, videotapes, books, handouts, teachers' guides, resources, and training. Contact: Allan Kullen, National Program Director, AA, 6011 Blair Road, N.W., Washington, DC 20021; 202-832-0340.

The Anti-Defamation League offers one- and two-day prejudice-awareness training programs. Titled **"A World of Difference,"** the programs help teachers address diversity in the classroom. Contact: Lesley Weiss, Project Director, ADL, 1100 Connecticut Ave., NW, Suite 1020, Washington, DC 20036; 202-452-8310.

Educational Extension Systems offers the **1993 Ethnic Cultures of America Calendar** and the **1993 World Calendar**. Contact: EES, P. O. Box 259, Clarks Summit, PA 18411; 800-447-8561.

APPENDICES

This section provides additional materials to help educators teach in a multicultural classroom and/or with a multicultural perspective.

- **Appendix A:** Helpful Hints for Working with New Limited English Proficiency (LEP) Students
- **Appendix B:** 74 Instant Ideas for Classroom Teachers with ESL Students
- **Appendix C:** Sample *Culturgram*
- **Appendix D:** Chronological Reference of Key Historical Events related to U.S. Ethnic Groups
- **Appendix E:** Myths and Facts About the "Discovery" of America and Native Americans

APPENDIX A

Excerpts from: Helpful Hints for Working with New Limited English Proficient (LEP) Students

Do...

1. Have a positive attitude. Since LEP students' language skills are limited, they quickly learn to focus on tone of voice, facial expressions, and gestures. LEP students will be very aware of your feelings towards them even if they are non-speakers of English.
2. Pronounce students' names correctly. Their names may be all that they brought with them.
3. Become familiar with the students' cultures and backgrounds. There may be cultural differences that may influence the students' learning styles and classroom behavior.
4. Encourage cultural exchanges and cultural appreciation.
5. Assign a "buddy" of the same sex to assist a new student with routine procedures. This will alleviate some of the fears the LEP student will have about school.
6. Make use of peer and cross-age tutoring.
7. Make use of volunteers.
8. Use actions and illustrations to reinforce oral statements, when possible.
9. Avoid the use of idiomatic expressions and slang, especially with parents.
10. Enunciate and use simplified speech. For example, say "Do this exercise," instead of "Complete the assignment at the end of the chapter."
11. Write assignments and notes home in manuscript form. Very few LEP students and their parents are familiar with cursive letters.
12. Begin with yes/no questions and then proceed to wh- questions.
13. Be realistic in your expectations. (Pretend you are in China where all instruction is in Chinese. Your Chinese is limited to expressing basic needs and conversation on an elementary level. What would you be able to do?)

continued

Don't...

1. Speak more loudly when students don't understand.

2. Accept unacceptable behavior. Even non-English speaking students understand "no" if spoken with the appropriate tone of voice.

3. Discourage students from speaking their native language with friends or family members at home or at school. They need this release.

4. Assume the students are "slow learners" just because they don't speak English or can't function on the same level as American students.

5. Assume students understand the content area even when they say they do. Ask questions to check comprehension.

6. Underestimate the students' ability. Hold them accountable for those skills/areas in which you know they are proficient.

7. Assume that LEP students' ability to communicate well in everyday situations denotes the ability to succeed in cognitive processes in the second language. Research indicates that while second language learners can attain proficiency in interpersonal communicative language skills within two years, attaining proficiency in cognitive/academic language skills requires from five to seven years (Cummins, 1981).

8. Try to be a miracle worker. Becoming proficient in a second language takes time as well as effort.

Source: Office of Vocational Education, Division of Instruction, South Carolina Department of Education

APPENDIX B

74 INSTANT IDEAS FOR CLASSROOM TEACHERS WITH ESL STUDENTS

1. Learn to pronounce the new ESL student's name.
2. Introduce her to the class. If you know in advance that an ESL student will be joining your class, prepare the students.
3. Familiarize the student with her building, classroom, and classroom procedures. Make a map. Take a tour of the school; let her meet the principal, the school nurse, the school secretary, etc.
4. Label classroom objects. Invite your ESL student to provide the names in her own language. Let her teach these words to the class in her language.
5. Greet her by name each morning.
6. Encourage feelings of mutual acceptance and respect.
7. Assign a classroom buddy to clarify directions and to help her with assignments. A good reader can tape a picture book or primer, providing a model to which the ESL student can refer again and again. Look for a peer who has empathy, a natural instinct for teaching, patience, interest, and good language habits.
8. Place the ESL student near you.
9. Use frequent eye contact even though she may avoid direct eye contact and questions to show respect.
10. Use nonverbal cues, visuals, and examples to illustrate directions.
11. Limit language usage, be consistent in vocabulary, and repeat. Avoid complex sentences. Pause between phrases.
12. Be aware of idioms. They often need explanation since new language learners tend to interpret everything literally.
13. Be aware of vocabulary which might seem contradictory and therefore need explanation. For example, **sit** in the football **stands**.
14. Write assignments and page numbers on the board.
15. Avoid yes/no questions. Your student may feel it is disrespectful to disagree with you.
16. Don't ask, "Do you understand?" Your ESL student will probably say "yes" even if she doesn't have the foggiest idea what you're talking about because it is usually more polite to agree. Instead, have her demonstrate her comprehension by performing a task or explaining the directions in her own words.
17. Explain why she should read an assignment. What information should she retain and how will she be expected to use it?
18. Explain what you mean by a quiz and a test.
19. Avoid timed tests. She may know the information but require more time to express it in English.
20. Encourage participation by telling her a day in advance what you will ask her. Find out what she knows and ask her about that, or help her prepare an answer so she is confident of success.
21. Realize your student may come from an education system which emphasized rote learning and discouraged analyzing and synthesizing data. She may need help and encouragement to develop these skills.

continued

22. Realize phonics may be difficult for the ESL student. It may take a long time for her to distinguish the various sounds in English that are not represented in her native language.
23. Remember that English may not be used in the home. Therefore, the ESL student needs every opportunity to express herself in English and may also need assistance completing assignments in school.
24. Don't be misled by the ESL student's ability to "shoot the bull". She may be linguistically street-wise but a long way from competency in academic English.
25. Evaluate her placement periodically. She may need to start in a lower group but be able to move rapidly through levels--especially if she had a strong academic profile in her native country.
26. Use her as an international resource. She can provide information about her native country and language. An international corner is a touch of home for her and an excellent cross-cultural experience for the entire class.
27. Make your new student feel a part of the group by assigning classroom responsibilities (watering plants, feeding fish, etc.) from an early date.
28. Use a seating plan and/or photos of the class to help a new student learn the names of her classmates rapidly.
29. Use a simple children's game such as Bingo, Simon Says, etc. These are readily adaptable to language learning by the simple addition of a language component.
30. Keep her occupied constructively. Store catalogs provide an excellent source of materials that students can cut up to create their own books.
31. Don't be afraid to overteach. Language learning requires repetition.
32. Use subject areas such as math and science to help teach English. Manipulation of play money offers excellent language possibilities. Simple science experiments, where what is visible reinforces what is being verbalized, can be used.
33. Use filmstrips to back up content-area instruction. The ESL student can be given the responsibility for making maps, models, drawing and collecting pictures, etc., in social studies.
34. Encourage the ESL student to indicate when she does not understand you. Praise the student for doing this and try to reword what you are saying.
35. Never discourage parents from speaking their native language with the child. Parents' command of English is often too limited to make them good models, and if they feel uncomfortable speaking English, communication between parent and child may soon be limited to essential commands.
36. Make use of music, nursery rhymes, and stories that involve repetition and humor.
37. Use your ESL specialist as a resource person. He/she can give you advice about ESL materials, as well as primary materials that are readily adaptable.
38. Realize that it may be necessary to give more information in more detail for an ESL student than for a native speaker. Use a variety of ways to communicate, including rewording what you want to say, drawing sketches, using gestures and pantomime, and writing basic words.
39. Teach the ESL student some commands and then let her lead the class in Simon Says.
40. Ask the ESL student to teach a game from her country.
41. Ask her to draw a picture, any picture, and talk about it. She must be interested in the picture to have drawn it.
42. Have her keep notebooks or scrapbooks--a "My Book". Let her draw or cut out and paste in any pictures she likes.
43. Don't put her with poor readers all the time. Put her with high achievers (readers) sometimes so that she will have good models.

continued

44. Use brand names that the ESL student already knows from TV commercials and other media advertising. Use placemats, brochures, and ads for a variety of language-learning experiences.
45. Let the ESL student write her own dictionary, using pictures, cartoons, captions, or titles. Leave ample space for new words from new units.
46. Take advantage of her love of TV and radio commercials. Take the language slogans from magazines or TV and use them.
47. Be sure the student is able to give personal information with confidence: name, age, address, phone number, parents' names, etc.
48. Have students call each other and ask a specific question. A teacher or peer can call the student at home.
49. Have the ESL student call a toy store and ask the price of a particular toy.
50. Call "Dial a Story". Call for a hospital tape or time and temperature.
51. Have an older sibling or relative come to class and give a short play, dance, or tell a folk tale in her native language. Give an introduction in English and answer questions about it in English.
52. Have the ESL student translate a traditional folk tale into English and write it in "My Book".
53. Have the ESL student interview American students or staff:

    What is your favorite...?
    What do you have in your room at home?
    Tell me about your...?

    Interviews may be taped on cassettes.
54. Have the more advanced ESL student conduct a poll (with specific directions) by asking certain questions of her peers (American students) and then forming some conclusions. This is good for comparison/contrast, gathering and organizing material, and making conclusions.
55. Ask young American children to teach jump rope rhymes to the ESL student.
56. Copy the lyrics of a current popular song and have the ESL student memorize them.
57. Ask an American peer to simplify a pop song. Underline the problem vocabulary or structures in a current song and ask an American student to explain the meanings to the ESL student.
58. Play "Bingo". It is a good game for teaching listening comprehension and numerals.
59. Play "Concentration". This is another good game for teaching vocabulary. Cut out pictures. Mount them on cards of equal size, making sure you have two identical pictures for each object. Turn all the cards face down and have the student try to match cards. Each time she turns a card over (whether or not it is a match), she must say something about the card.
60. Use pictures and other language materials you already have and adapt them. Teachers from the higher grades can borrow from elementary teachers (as long as the pictures match the age/interest level of the student).
61. Use sequence cards, strip stories, model clocks—materials that are already in school.
62. Record several simple instructions on a cassette to allow ESL students to proceed at their own pace.
63. Make a list of activities you expect the ESL student to complete in a specified period of time. Restrict the content in these activities, but make up a variety of activities (speaking, listening, reading exercises, watching filmstrips, and writing) on the same topic.
64. Use the "Neighborhood Map" idea. Let the ESL student draw a map of her neighborhood (perhaps with the help of her American peer), using pencils for the first sketch and then crayons for

continued

the finished product. Ask her to draw major streets, stores, businesses, and houses, including her own house or apartment. Mount the map on cardboard or posterboard. Then, by using miniature cars, ask the ESL student to drive from her house to school. Emphasize directional signals.

65. Make a "My Words" box. After an ESL student is able to recognize a word when she hears it, pronounces the word with relative accuracy, uses it orally in a sentence, and writes it, she "owns" the word. It becomes hers. Let her write each word on an index card as she masters it and then keep her cards in her "My Words" file box.
66. Use rhymes and songs that children enjoy. Rhymes and songs usually contain short phrases and repetition, elements that are vital in second language teaching. If you need more songs, consult your music teacher.
67. Teach specific verb tenses by asking the ESL student to write appropriate captions under corresponding pictures. Label some of the objects in the picture to make the task easier.
68. Consult your kindergarten teacher or reading specialist for materials. Many of the materials used with American children to check reading readiness can be used with the ESL student. Examples: exercises on left to right movement, identification of shapes, discriminating between big and little, etc.
69. Make an audio cassette of the words of a simplified dictionary, such as the *Oxford Picture Dictionary*, so that the ESL learner can read and hear the words at the same time.
70. Use simplified books with accompanying read-along records and tapes available from a number of commercial publishers.
71. Teach specific vocabulary by placing the actual objects or pictures of them on a chalk tray, teaching the names, and then taking some away and seeing how many names she can remember.
72. Use pantomimes and pantomime games such as "Charades" for teaching present progressive.
73. Use dolls or stuffed animals to teach vocabulary, singular/plural, imperatives, subject-verb agreement, pronouns, and possessives. Utilize peer tutoring (playing) to reinforce learning and to provide review.
74. Use toy telephones to teach numbers, dialing, simple dialogs.

Source: Adapted from information provided by Edwina Hoffman, Associate, Florida International University Multifunctional Resource Center, Miami, Florida.

APPENDIX C

SAMPLE *CULTURGRAM*

The following *Culturgram* is included to serve as a sample of the information that is provided in the *Culturgram* series.

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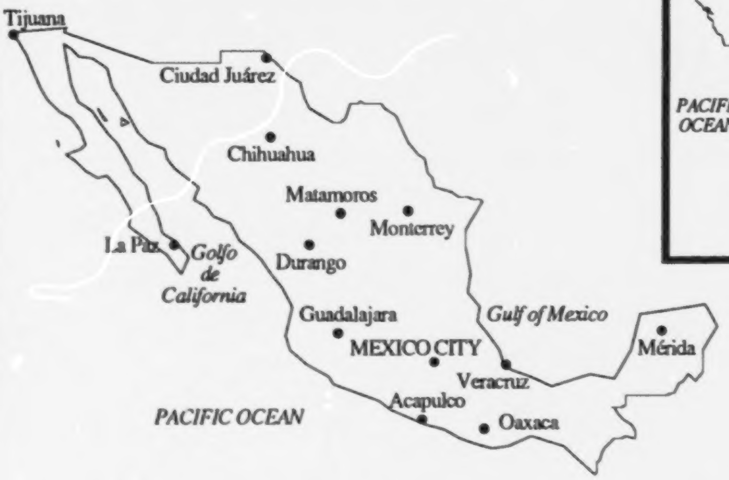
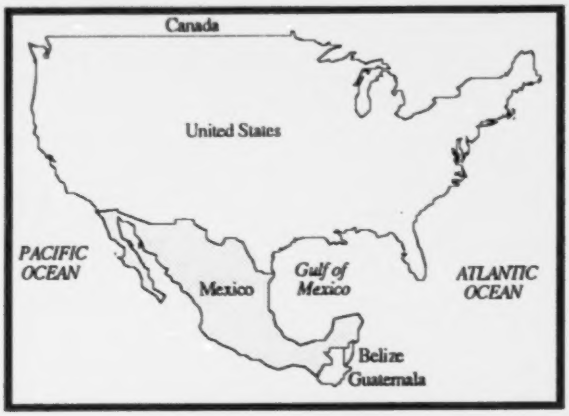
CULTURGRAM FOR THE '90s

Mexico

(United Mexican States)





Boundary representations not necessarily authoritative.

CUSTOMS AND COURTESIES

Greetings

The usual greeting is a handshake or a nod of the head, although a full embrace between friends is common. Women often greet each other with a kiss on the cheek. Mexicans typically stand close to each other while talking, sometimes touching their friend's clothing. Mexicans are generally very friendly and polite in their greetings. Verbal greetings vary, but three common ones are: *Buenos días* (Good morning.), *Buenas tardes* (Good afternoon.), and *Buenas noches* (Good evening or good night.). A casual greeting is *Hola* (Hello.). Men are referred to as *Señor* (Mr.); women as *Señorita* (Miss). Only when one is sure a woman is married is the title *Señora* (Mrs.) used.

Visiting

Mexicans are very hospitable. Unannounced visitors are usually welcome and served refreshments. Mexicans enjoy conversation and socializing with friends. On special occasions such as birthdays or Mother's Day, gifts are important and serenading is still popular.

Eating

When eating, both hands are kept above the table. Guests do not leave directly after the meal, but stay for conversation. Food purchased on the street is usually eaten at the stand. It is inappropriate for adults to eat while walking on the street. Bland foods such as bread or rice are eaten with spicy foods to relieve the burning sensation. Many also use a pinch of salt for relief. Hot, spicy food is called *picante*, while hot (temperature) food is called *caliente*. Some foods are eaten with utensils, others with the hand. *Tortillas* are often used as scoops for sauces.

Gestures

"No" can be indicated by shaking the hand from side to side with the index finger extended and palm outward. The "thumbs up" gesture is used for approval. Items are handed, not tossed, to another person. A common way to beckon a person is with a "pssst-pssst" sound, which is not considered impolite. If someone sneezes, a person may say *salud* (Good health.). Hand and arm gestures are often used in conversation.

THE PEOPLE

General Attitudes

The concept of time is less precise in Mexico than in the United States, although this is changing in urban areas. Generally, Mexicans feel individuals are more important than schedules. If a visitor or business associate drops in unexpectedly, most Mexicans will stop to

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talk, regardless of how long it takes and even if it makes the person late for something else. Business contacts are often made during the two- or three-hour lunch break. Actually, these are social meetings, for the most part, and business is conducted in the last few minutes. The Mexican people are generally proud of their country, despite the difficult challenges it continues to face. They do not appreciate citizens of the United States referring to themselves as "Americans," as if they are the only Americans. Mexicans are also Americans. It is more polite to refer to oneself as a citizen of the United States.

Personal Appearance

Most Mexicans wear clothing that is also common in the United States, especially in the urban areas. But there are also many types of traditional clothing worn in rural areas—either daily or for festivals. In some areas, a man wears a wool poncho *(serape)* over his shirt and pants when it is cold. His wide-brimmed hat is made of straw. His wife may wear a long, full skirt. In cooler weather, a shawl *(rebozo)* may cover her blouse. The designs and colors are often markers of a specific region. Mayan Indians also wear traditional clothing, such as black wool skirts for women. People from various regions of Mexico wear many different kinds of clothing, but color and beauty are two common features for all of them.

Population

There are 87.8 million people in Mexico, a population that is growing at 2.2 percent annually. Mexico City, the capital, has a population of nearly seventeen million—one of the largest cities in the world. About 60 percent of the population is *mestizo* (mixed Spanish and Indian). Thirty percent of the population is pure Indian (also called Amerindian) or predominantly Indian. These are the descendants of the Mayan and Aztec empires. About 9 percent is of European ancestry. Most Mexicans tend to identify with their Indian and Spanish heritages.

Language

Spanish is the official language of Mexico. There are perhaps as many as one hundred Indian languages still spoken in parts of Mexico, such as Tzotzil, Nahuatl (Aztec), Maya, Otomi, Zapotec, Mixtec, or Tzeltal. English is understood by many in large urban areas.

Religion

The majority of Mexicans (97 percent) are Roman Catholic. The Catholic Church is very much a part of the culture, attitudes, and history of all Mexicans. Other Christian churches are active in Mexico. The constitution guarantees freedom of worship.

LIFE-STYLE

The Family

Except in urban areas, where the trend is to have smaller families, Mexican families are generally large (more than three children). Family unity is very important. Indeed, family responsibilities often come before all other responsibilities. Divorce is relatively low, due in part to the dominance of the Catholic faith. The Catholic Church does not support divorce. The father is the leader of the family, but the mother runs the household. A household, especially in rural areas, may include members of the extended family.

Dating and Marriage

While a chaperone was once common on dates, the practice has significantly diminished. Today, instead of calling on a girl at her home, the boy often meets the girl at a prearranged place. In urban areas, dating habits are similar to those in the United States. Parental approval of the boyfriend, however, is still important. In some areas, it is considered a mark of poor character for a girl to go out alone after dark. It is common for Mexican males to make *piropos* (flattering personal comments) to females, to which the females generally do not respond. Marriage customs follow Catholic traditions. Common law marriage is also practiced and recognized.

Diet

Staple foods include corn, beans, and chiles. They are combined with spices, vegetables, and meats or fish in the daily meals. Of course, different foods are eaten in different parts of the country, but some are common throughout the nation. For example, *tortillas* (made from cornmeal) are eaten everywhere, either alone as bread or as part of a meal. Some common foods include *frijoles refritos* (refried beans), *torta* (hollow roll stuffed with meat or cheese), *quesadilla* (tortilla baked with cheese), *mole* (spicy sauce), *taco* (folded tortilla filled with meat, cheese, and onions), and many others. Many names of Mexican food are common in the United States because of the popularity of Mexican restaurants. The main meal of the day is eaten in early afternoon. A light dinner is eaten late in the day (as late as 9:00 P.M.).

Business

Businesses are generally open from 9:00 A.M. to 6:00 P.M., although many shops in smaller towns close between 2:00 and 4:00 P.M. for the midday meal. Street vendors and open air markets are common. Bargaining is common in these instances. Purchased items are customarily wrapped or placed in a bag before being carried in public. Government offices usually close by 2:30 P.M. In rural areas, weekly market days provide foods and other goods to the people.

Recreation

Soccer is the most popular sport in Mexico. The sport that draws the next highest number of spectators is the bullfight. *Jai alai*, a fast moving type of handball, is both a spectator and participation sport. Other participation sports include baseball, basketball, tennis, golf, and volleyball. Mexicans enjoy their own form of the rodeo called *charreada*, which is often accompanied by a fair-like atmosphere. The people's love for music and dancing is evident in the many recreational activities that involve both. Day-long fiestas and week-long festivals nearly always include a *mariachi* band or other type of musical group playing for dancing or just listening. Fireworks, feasts, and bullfights are also common festival activities. These local celebrations always provide relaxation and fun for the people. Watching television is a favorite leisure activity, especially in urban areas.

Holidays

As a predominantly Catholic nation, Mexico celebrates many Catholic holidays. Every village, town, and city has a patron saint, for which there is an annual celebration. Some of the main religious holidays include St. Anthony's Day (17 January), when children take their pets to church to be blessed by St. Anthony, the patron saint of animals; Carnival Week, the week of parties and parades before Lent; Easter (Thursday through Sunday); Corpus Christi (May or June); Assumption (15 August); All Saints Day (1 November), on which the dead are remembered; All Souls Days (2 November), on which, according to Indian tradition, food is prepared to feed returning souls; and Christmas, which is celebrated with nightly parties (*posadas*) beginning 16 December. The poinsettia flower originated in Mexico and is associated with the legend of a poor boy's gift to the Christ child. Most Mexicans attend a midnight mass on Christmas eve.

National public holidays include New Year's Day, the birthday of Benito Juárez (21 March), Labor Day (1 May), *Cinco de Mayo* (5 May, which celebrates an 1867 victory over the French), Independence Day (16 September), Columbus Day (12 October), Revolution Day (20 November), and the Day of the Virgin Guadalupe (12 December).

THE NATION

Land and Climate

Mexico is about three times the size of Texas, or about one-fifth the size of the United States. It shares its northern border with the United States and its southern border with Guatemala and Belize. Much of the north is dry and hot, while tropical jungles are found in the south. Mexico is rich in natural resources, including oil, natural gas, silver, iron ore, coal, copper, gold, lead, and zinc. The central plateau, where Mexico City is located, is bounded by two mountain ranges, the Sierra Madre Oriental on the east and the Sierra Madre Occidental on the west. In all, two-thirds of the country is covered by mountains, many of which are extinct volcanos. Temperature and rainfall vary with altitude and region. In the mountains, alpine conditions prevail. In Mexico City, the climate is more temperate. Rain falls mainly between November and May on the plateau. In the south, humidity and temperatures are higher.

History

The history of Mexico boasts a long line of advanced Indian civilizations whose accomplishments rival those of the Egyptians and early Europeans. They had accurate calendars, understood astronomy, were master craftsmen, and built huge empires. The Olmecs are considered to have been among the first inhabitants of the area around 2000 B.C. The Mayan Empire built incredible cities throughout North and Central America but fell in the twelfth century. The Aztecs were the last great empire and were conquered by the Spanish in 1519. The Spanish virtually destroyed the Aztec culture. They also brought Christianity to the land and ruled until the nineteenth century.

A drive for independence began in September 1810, led by Miguel Hidalgo, a Mexican priest. Independence was gained in 1822. Mexico was one of the first countries to revolt against Spain. A constitution was adopted in 1824 and a republic was established. However, Antonio López de Santa Ana took power in 1833 and ruled as a dictator. During his regime, Texas seceded (1836) and joined the United States. Also, Mexico fought a war (1846–48) with the United States and lost more territory (much of the current western United States). Santa Ana resigned in 1855 and Benito Juárez became president. In 1861, French troops invaded Mexico City and named Austrian Archduke Maximilian the emperor of Mexico. Forces under Juárez overthrew Maximilian in 1867. Another dictator, Porfirio Díaz, came to power in 1877 and was overthrown in 1910, when Mexico entered a period of internal political unrest and violence.

That period, ending in the 1920s, became Mexico's social revolution. The Institutional Revolutionary Party (PRI) emerged as the leader of the nation in 1929. Political unrest continued in the 1930s, but Mexico has been basically stable since 1940. However, the PRI ruled the country as a single party and restricted political dissent for many years. In 1988, when Carlos Salinas de

Gotari was elected president, promises were made to bring greater democracy to Mexico through political and economic reform. Many changes have taken place, but full democracy remains to be established in the coming years.

Government

Mexico has a federal government led by a president. There is no vice president. The president is elected directly by the people. Voting is compulsory for all adults eighteen and older. A president may only serve one term, and a legislator is not allowed to serve two consecutive terms. The legislature is composed of a Senate and Chamber of Deputies. While the states are autonomous, the federal government has strong powers and controls things such as education and certain industries.

Economy

Due largely to the discovery of oil in Mexico, the economic situation has improved a great deal over the last fifty years. In the 1980s, however, lower world oil prices, high debt, high inflation, and unemployment, as well as a destructive earthquake in Mexico City, all severely hindered economic growth. However, the economy is making a strong comeback, with current growth above 2.5 percent. To stimulate the economy, the government sold some state-owned companies, attracted foreign investment, and liberalized trading regulations. The current average annual gross domestic product (GDP) per capita is US$2,165.

Agricultural pursuits employ about 26 percent of the labor force. Major crops include corn, cotton, wheat, coffee, sugarcane, sorghum, oilseed, and vegetables. The agriculture sector also produces rubber, cocoa, and chicle (used in making chewing gum). Unfortunately, Mexico is also a major supplier of marijuana. Government efforts to stem the drug trade have been significant, but they have also cost a great deal of money. Mexico cooperates with the United States in fighting drug traffickers.

Mining and petroleum are the two most important industries, but they employ less than 2 percent of the labor force. Tourism is important for earning foreign exchange and provides employment for many people. In addition to oil and coffee, Mexico exports agricultural products, shrimp, cotton, and engines. The United States is Mexico's principal trading partner.

Education

Education is compulsory and free between ages six and fourteen. After the first six years of primary education, students enter either three years of secondary school, five years of college preparatory education, or a six-year, teacher-training school. There are also numerous special and vocational schools to choose from. After secondary school, a student may enter one of the above tracks or may enroll in a professional school. A university education may last from three to seven years. The National University of Mexico is prestigious, and only one-third of the applicants are able to pass the rigorous entrance exams. University enrollment has increased rapidly in the last decade. The literacy rate is 88 percent, nearly 14 percent higher than just five years ago.

Transportation and Communication

Personal cars are common in urban areas, but most people use public transportation. Buses are plentiful and inexpensive. Mexico City has a fine subway system. There are numerous taxis, but many operate illegally. Mexico has an extensive system of roads, but many remain unpaved or semi-paved. There is a national railway system and a domestic airline. Buses also provide service between cities. Communications are well-developed and modern, although many rural families do not have telephones in their homes. Numerous radio and television stations serve the public and several daily newspapers are available.

Health

Water is potable in most cities, but in some smaller towns or rural areas, bottled water is recommended. Medical facilities are good in urban areas. The infant mortality rate is 33 per 1,000 and the life expectancy ranges from sixty-eight to seventy-six years.

For the Traveler

No visa is necessary for stays of up to three months, although proof of citizenship is required. No vaccinations are needed. For some locations, malaria suppressants may be advisable. Mexico's tourist industry is well-developed and offers beaches, archaeological sites, grand colonial cities, and many other attractions. Contact the Mexican Government Tourist Office, 405 Park Avenue, Suite 1002, New York, NY 10022, for more information.

FOR FURTHER INFORMATION

As a briefing, this *Culturgram* is designed to be only one tool in building bridges of understanding. Societies are complex and individual people are very different. Because this *Culturgram* is only an introduction to the people of Mexico, it is general and may not apply to all regions of the country. For more detailed information, we suggest you consult your local library. Or write to the Embassy of Mexico, 2829 Sixteenth Street, NW, Washington, DC 20009.

APPENDIX D

CHRONOLOGICAL REFERENCE OF KEY HISTORICAL EVENTS RELATED TO U.S. ETHNIC GROUPS

The chronological listing of key historical events related to U.S. ethnic groups offers the teacher a historical reference to developing a perspective of events considered to be significant in U.S. history. This material can be used as reference to develop a number of teaching activities or stimulate student research projects.

A Chronology of Key Historical Events Related to U.S. Ethnic Groups

Date	Event
1513	Juan Ponce de Leon landed on the Florida peninsula while on route from Puerto Rico. The relationship between Europeans and American Indians north of Mexico began.
1519	Hernan Cortez, the Spanish conquistador, and a group of Spaniards arrived in the region that is now Mexico.
1565	The Spanish established the St. Augustine colony in Florida, the first settlement organized by Europeans in present-day United States.
1619	The first Africans arrived in the English North American colonies.
1620	The Pilgrims came to America from England on the Mayflower and established a settlement at Plymouth, Massachusetts.
1637	More than 500 American Indians were killed by the colonists in a massacre known as the Pequot War.
1654	The first Jewish immigrants to North America settled in New Amsterdam to escape persecution in Brazil.
1683	German immigrants began settling in Pennsylvania.
1718	The Scots-Irish began immigrating to North America in large numbers.
1754-63	The French and Indian War occurred.
1798	A Federalist-dominated Congress enacted the Alien and Sedition Acts to crush the Republican party and to harass aliens.
1812	The War of 1812, between the United States and Britain, caused deep factions among the American Indian tribes because of their different allegiances.
1815	The first mass immigrations from Europe to North America began.
1830	Congress passed a Removal Act, which authorized the removal of American Indians from east to west of the Mississippi.

Date	Event
1831	Nat Turner led a slave revolt in which nearly 60 whites were killed.
1836	Mexico's President Santa Anna and his troops defeated the Texans at the Alamo. Six weeks later Santa Anna was defeated by Sam Houston and his Texan troops at San Jacinto.
1845	The United States annexed Texas, which had declared itself independent from Mexico in 1836. This was one key event that led to the Mexican-American War.
1846-48	A series of potato blights in Ireland caused thousands of its citizens to emigrate to the United States.
1846	On May 13, 1846, the United States declared war on Mexico and the Mexican-American War began.
1848	The United States and Mexico signed the Treaty of Guadalupe Hidalgo that ended the Mexican-American War. Mexico lost nearly one-third of its territory, and the United States acquired most of the territory that comprises its southwestern states.
1850	The California legislature passed a discriminatory Foreign Miner's Tax that forced Chinese immigrants to pay a highly disproportionate share of the state taxes.
1855	Castle Garden, an immigration station, opened in New York City. The antiforeign Know-Nothing Movement reached its zenith and had a number of political successes in the 1855 elections. The movement rapidly declined after 1855.
1859	Juan N. Cortina, who became a U.S. citizen under the provisions of the Treaty of Guadalupe Hidalgo, led a series of rebellions against Anglo-Americans in the Southwest.
1863	On January 1, 1863, President Abraham Lincoln issued the Emancipation Proclamation, which freed slaves in those states still fighting the Union.
1864	Nearly 300 Cheyennes were killed in a surprise attack at Sand Creek, Colorado. This event is known as the Sand Creek Massacre.
1869	The transcontinental railroad, linking the West to the East, was completed. Chinese laborers did most of the work on the Pacific portion of the railroad. The unsuccessful Wakamatsu Colony, made up of Japanese immigrants, was established in California.
1871	A white mob in Los Angeles attacked a Chinese community. When the conflict ended, 19 Chinese were killed and their community was in shambles.
1876	In the disputed Hayes-Tilden election, the Democrats and Republicans made a political bargain that symbolized the extent to which northern whites had abandoned southern African-Americans. Sioux tribes, under the leadership of Sitting Bull, wiped out Custer's Seventh Calvary at Little Big Horn. This was one of the last victories for American Indian tribes.
1882	The Chinese Exclusion Act was enacted by Congress. Another congressional immigration act established a head tax of fifty cents and excluded "lunatics, convicts, idiots, and those likely to become public charges."
1885	A serious anti-Chinese riot occurred in Rock Springs, Wyoming. Twenty-eight Chinese were killed, and many others were wounded and driven from their homes.
1886	The Apache warrior Geronimo surrendered to U.S. forces in September, 1886. His surrender marked the defeat of the Southwest tribes. The Haymarket Affair in Chicago increased the fear of foreign "radicals" and stimulated the growth of nativistic sentiments in the United States.
1887	Congress passed the Dawes Severalty Act, which was designed to terminate partially the American Indian's special relationship with the U.S. government.

Date	Event
1888	The Scott Act prohibited the immigration of Chinese laborers and permitted only officials, teachers, students, merchants, and travelers from China to enter the United States.
1890	Three hundred Sioux were killed in a conflict at Wounded Knee Creek in South Dakota.
1891	Eleven Italian-Americans were lynched in New Orleans during the height of American nativism, after being accused of murdering a police superintendent.
1892	Ellis Island opened and replaced Castle Garden as the main port of entry for European immigrants.
1893	Queen Liliuokalana of Hawaii was overthrown in a bloodless revolution led by American planters. The Republic of Hawaii was established, with Stanford B. Dole as president.
1896	In a historic decision, Plessy v. Ferguson, the Supreme Court ruled that "separate but equal" facilities were constitutional.
1898	Hawaii was annexed to the United States. Under the terms of the Treaty of Paris, the treaty that ended the Spanish-American War, the United States acquired Puerto Rico, Guam, and the Philippines. Cuba became independent of Spain but was placed under U.S. tutelage.
1900	With the Foraker Act, the United States established a government in Puerto Rico to which the president of the United States appointed governor and Executive Council.
1901-10	Almost 9 million immigrants entered the United States, most of whom came from southern and eastern Europe.
1908	The United States and Japan made the Gentlemen's Agreement, which was designed to reduce the number of Japanese immigrants entering the United States.
1910	The National Association for the Advancement of Colored People (NAACP) was organized. A Mexican revolution caused many Mexican peasants to immigrate to the United States looking for jobs. Other immigrants came to escape political turmoil and persecution.
1913	The California legislature passed a land bill that made it difficult for Japanese immigrants to lease land.
1917	Thirty-nine African Americans were killed in a bloody riot in East St. Louis, Missouri. A comprehensive immigration bill was enacted that established a literacy test for entering immigrants. The Jones Act was passed by the U.S. Congress, making Puerto Ricans U.S. Citizens and subject to the U.S. draft.
1920	The Hawaiian Homes Commission was started to benefit native Hawaiians. Very little of the land involved was used for its stated purpose. The number of persons born in Puerto Rico and living in the United States was 11,811.
1924	The Johnson-Reed Act established extreme quotas on immigration and blatantly discriminated against southern and eastern European and nonwhite nations.
1925	A large number of Filipinos began to immigrate to Hawaii and the U.S. mainland to work as field laborers.
1927	The Filipino Federation of Labor was organized in Los Angeles.
1928	The League of United Latin American Citizens was formed in Harlingen, Texas.
1929	An anti-Filipino riot occurred in Exeter, California, in which more than 200 Filipinos were assaulted.
1930	The Japanese American Citizenship League was organized.

Date	Event
1934	Congress passed the Tydings-McDuffie Act. This act promised the Philippines independence and limited Filipino immigration to the United States to 50 per year.
1935	President Franklin D. Roosevelt signed the Repatriation Act. The act offered free transportation to Filipinos who would return to the Philippines. Those who left were unable to return to the United States except under a severe quota system.
1942	On February 19, 1942, President Franklin D. Roosevelt issued Executive Order 9066, which authorized the internment of Japanese Americans who lived on the West Coast. The United States and Mexico made an agreement that authorized Mexican immigrants to work temporarily in the United States. This project is known as the bracero program.
1943	White violence directed at African Americans led to a serious riot in Detroit, in which 34 people were killed. The anti-Mexican zoot suit riots occurred in Los Angeles during the summer.
1946	On July 4, 1946, the Philippines became independent.
1952	The McCarran-Walter Immigration and Nationality Act was passed by Congress. It eliminated race as a factor in immigration. However, the national origins quota system remained but was liberalized.
1954	The Refugee Relief Act permitted 5,000 Hungarian refugees to enter the United States. In a landmark decision, Brown v. Board of Education, the Supreme Court ruled that school segregation was inherently unequal. The U.S. Immigration and Naturalization Service began Operation Wetback, a massive program to deport illegal Mexican Immigrants.
1959	Fidel Castro took over the reins of power in Cuba from the government of Fulgencio Batista. After this revolution, many Cuban refugees entered the United States. Hawaii became the fiftieth state of the United States.
1960	On February 1, 1960, the sit-in movement, which desegregated public accommodation facilities throughout the South, began in Greensboro, North Carolina.
1961	The National Indian Youth Council was organized.
1962	Commercial air flights between the United States and Cuba ended. Immigration from Cuba to the United States became strictly clandestine.
1963	More than 200,000 people participated in a "March on Washington for Freedom and Jobs."
1964	The Civil Rights Act of 1964, the most comprehensive civil rights bill in American history, was enacted by Congress and signed by President Lyndon B. Johnson.
1965	With the passage of the Civil Rights Act of 1965, Puerto Ricans were no longer required to pass an English literacy test to vote in New York State. The Immigration Reform Act of 1965 was passed by Congress. This act, which became effective in 1968, abolished the national origins quota system and liberalized American immigration policy. Immigration from Asia and Latin America increased after this act was passed. A grape strike led by Cesar Chavez and the National Farm Workers Association began in Delano, California, a town in the San Joaquin Valley. Rodolfo "Corkey" Gonzales formed the Crusade for Justice in Denver. This important civil rights organization epitomized the Chicano movement that emerged in the 1960's. The Cuban Refugee Airlift program began. Flights from Cuba to Miami, Florida, were sponsored by the U.S. government. The program was terminated in 1973.
1965-68	A series of riots occurred in American cities, in which African-Americans expressed their frustrations and discontent.
1966	Stokely Carmichael issued a call for Black Power during a civil rights demonstration in Greenwood, Mississippi.

Date	Event
1970	Herman Badillo was elected to the U.S. House of Representatives. He was the first Puerto Rican elected to Congress.
1973	African-Americans were elected mayors in Detroit, Atlanta, Los Angeles, and other cities.
1974	The U.S. Supreme Court ruled in the Lau v. Nichols case that schools should provide students with instruction in their native language. This ruling gave bilingual-bicultural education in the United States a tremendous boost.
1975	U.S. participation in the Vietnam War had ended (1973), and communist governments took control of Vietnam and Cambodia (Kampuchea). Many Indochinese refugees settled in the United States. Between 1971 and 1978, 110,200 Vietnamese refugees immigrated to the United States.
1976	Jerry Apodaca and Raul Castro were elected governors of New Mexico and Arizona, respectively.
1978	In the case of Regents of the University of California v. Bakke, the Supreme Court of the United States upheld the idea of affirmative action but ruled against strict racial quotas. The court concluded that the affirmative action program at the Medical School of the University of California at Davis was unconstitutional.
1980	The 1980 U.S. Census indicated that the population of some ethnic groups in the United States increased dramatically in the decade between 1970 and 1980. Mexicans, Koreans, and Chinese were among the groups whose population increased the most. While the white population increased only 6% between 1970 and 1980, the population of Asian and Pacific islanders more than doubled (from 1.5 million to 3.5 million) and the Hispanic population increased more than 60%. The Refugee Relief Act of 1980 was enacted, enabling more refugees to enter the United States.
1986	The U.S. Senate approved an international treaty that outlaws genocide and that makes it an international crime to kill or injure members of national, racial, or ethnic groups. The treaty, approved by 69 other nations, was written after Jews became victims of the Nazi holocaust. The Immigration Reform and Control Act of 1986 was passed by Congress and became law. The act imposed severe penalties on employers who knowingly hired illegal immigrants, and gave amnesty to many illegal immigrants who had been living in the United States since January 1, 1982.
1988	The Civil Liberties Act of 1988 was passed by Congress and signed by President Ronald Reagan. The act provided compensation for the Japanese Americans and the Aleuts of the Pribilof Islands and the Aleutian Islands for the losses they incurred for being relocated during World War II.

Source: Banks, 1991 (reprinted with permission).

Appendix E

Myths and Facts About the "Discovery" of America and Native Americans

- Myth: Columbus discovered the Americas.
- Facts: The Americas had been inhabited since approximately 13000 B.C. Columbus was lost when he landed in the Caribbean. Looking for a new route to India, he bumped into the island of Guanahani, a part of what has become known as the West Indies.

- Myth: Columbus and the explorers who followed him wanted to improve the quality of life for people in the Americas.
- Facts: Columbus' real mission was to seek glory and gold in the name of God and his Portuguese and Spanish sponsors. When gold was found to be scarce, came to be viewed as a source of slave labor for Europeans.

- Myth: Columbus was attacked by savage native peoples and had to defend his crew.
- Facts: The people who greeted Columbus, according to his own account, were "full of love and without greed. . . . I believe there is no better race or better land in the world." They could coexist with other groups, including the Carib, who have been erroneously portrayed as cannibalistic.

  Savage brutality was instigated by the Spanish invaders in attempts to enslave the Native peoples for labor and to force them to serve Spain's king and queen "with love and fear." According to Columbus, "With fifty men we could subjugate them all and make them do whatever we want."

  In response to extreme brutality, the indigenous Taino, Arawak, and Carib defended themselves, but as they were no match for the Spanish, their clans were eventually eliminated by Columbus and his followers. One scholar estimated that there may have been more than three million Tainos living in Bohio (now called Espanola) in the Caribbean when Columbus first arrived; 50 years later, Bartolome de las Casas wrote that only 200 Tainos still lived there.

- Myth: Native Americans were historical figures. They have not been able to survive the rigors of modern life, so there are only a small, insignificant number left today.
- Facts: Native Americans exist today and have tremendous potential political and numerical power, despite centuries of destructive forces directed against them. There are 1.8 million Native Americans living in what is now the United States, and there are vast numbers beyond this is the "other Americas" to the north and south of the United States.

- Myth: Real Indians look and act a certain way; they are distinguishable as Indians by their physical characteristics, dress, dwellings, and where they live.
- Facts: There are more than 300 different indigenous nations in the United States alone.

Native peoples vary greatly in looks, speech, lifestyle, and beliefs, depending on their nation, clan, region, parental heritage, and individual variations. Most U.S. native Americans are urban, not rural or reservation-dwelling, and most are of mixed heritage (cross-clan and racial).

- Myth: Native Americans share only a biological heritage.
- Facts: Native Americans share numerous heritages—ethnic, cultural, historical, and spiritual. The shared spiritual heritage is primarily focused on *connectedness*. Even though native people vary, they share a respect for the earth and life and see themselves as a part of the whole universe–not as the center or master of it.

- Myth: Oral history, as shared by native peoples, is not real history. Real history is documented in books.
- Facts: A sense of history is often viewed differently by Native and European-Americans. Eurocentric history is generally focused on "discovery" and the acquisition of power and domination over other people and over the earth. It is generally about glory; it is a winner's history.

  Native-centric history is generally a part of whole lives; it is about continuity, connections in life, relationships, the whole universe—not just human creatures. In this context, history lives and is passed down through stories that tell of harmony, personal skills, and the balance that must be maintained between all inhabitants of the earth.

- Myth: Native Americans were treated harshly in the past, but this situation has been corrected.
- Facts: Native peoples are still treated unfairly, primarily through being excluded in decisions made about them. Land and water rights and religious freedom, for instance, continue to be denied to native people. Health care continues to be made inaccessible or denied. Economic security is imperiled. Promises and treaties continue to be broken.

- Myth: Native Americans are intent on violent retaliation.
- Facts: Native peoples are struggling to right wrongs and to defend their lands and rights, but the focus is on retribution, fairness, and respect–not on conquest, control, destruction, or "winning." The overriding purpose and fundamental belief of native people is that nothing will survive unless everyone protects and shares this planet.

Source: Brady, 1992.

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- ☐ *Early Childhood Regional Symposium Proceedings, 1991* (20 pages)
- ☐ *Spotlight on Success: Early Childhood Regional Symposium Proceedings, 1992* (35 pages)

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116